

# Z.E.C.A. School of Arts & Technology



ZERO TO EIGHTEEN  
EDUCATION CONCEPTS  
ACADEMY



*Creating "New Beginnings" for At-Risk Children*

**JACKSONVILLE, NORTH CAROLINA**

## I. APPLICATION COVER PAGES

**NAME OF PROPOSED CHARTER SCHOOL:** Z.E.C.A. School of Arts and Technology

**NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED:** Z.E.C.A. School of Arts and Technology (Zero to Eighteen Educational Concept Academy)

**HAS THE ORGANIZATION APPLIED FOR 501(c)(3) NON-PROFIT STATUS:** Yes  No   
501 (c) (3) status was received on November 30, 2009 a copy has been provided in the appendix.

Provide the name of the person who will serve as **the primary contact** for this Application. **The primary contact** should serve as the contact for follow-up, interviews, and notices regarding this Application.

**NAME OF CONTACT PERSON:** Stacey Owens-Howard

**TITLE/RELATIONSHIP TO NONPROFIT:** CEO

**MAILING ADDRESS:** 721 Christine Ave. Jacksonville, NC 28540

**PRIMARY TELEPHONE:** 910-219-8603

**ALTERNATE TELEPHONE:** 910-333-8035

**E-MAIL ADDRESS:** howard\_stacey@hotmail.com

**Location Proposed Charter School (LEA):**

**Conversion:**

No:

Yes:  If so, Public  or Private:

If a private school, give the name of the school being converted:

If a public school, give the name and six-digit identifier of the school being converted: --

Description of Targeted Population: ZECA School of Arts and Technology will target at-risk students who will benefit from experiencing learning through the Arts and Technology.

Proposed Grades Served: K-8

Proposed Total Enrollment: 450

**Projected School Opening Year: 2013 Month August**

| School Year | Grade Levels | Total Projected Student Enrollment | Year Round |    |
|-------------|--------------|------------------------------------|------------|----|
|             |              |                                    | YES        | NO |
| First Year  | K-5          | 300                                |            | X  |
| Second Year | K-6          | 350                                |            | X  |
| Third Year  | K-7          | 400                                |            | X  |
| Fourth Year | K-8          | 450                                |            | X  |
| Fifth Year  | K-8          | 450                                |            | X  |
|             |              |                                    |            |    |
|             |              |                                    |            |    |
|             |              |                                    |            |    |
|             |              |                                    |            |    |

I certify that I have the authority to submit this application and that I was regularly involved in the development of this application. All information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.

\_\_\_\_\_

\_\_\_\_Stacey Owens-Howard\_\_\_\_\_

*Printed Name*

\_\_\_\_\_

\_\_\_\_April 13, 2012\_\_\_\_\_

*Date*

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### III. Mission, Purpose and Educational Focus

**Mission:**

The mission of Z.E.C.A. School of Art and Technology is to provide a safe and nurturing environment for children by fostering a stimulating and educational atmosphere which will promote each child's unique social, emotional, physical, technology, and cognitive development with a strong emphasize on arts and technology.

**Evidence for Need of the Proposed School:**

Onslow County is located in Eastern North Carolina. The county is home to five military bases and five townships. In 2000 the population of Onslow County was 150,355. Due to military growth the population has grown 18.2% over the last ten years. This population growth rate closely matched the 18.5% population growth experience in the state of North Carolina. According to the US Census Bureau, the population rate for children under the age of 18 has grown by 25.3% which exceeds the state rate of 23.9%. The Military Growth Task Force projected a population growth of 18,674 active duty and dependent residents between 2007 and 2011. This growth projected included 10,093 new depends that would have a substantial impact on the educational system.

| Installation                    | Active Duty | Dependents | Total  |
|---------------------------------|-------------|------------|--------|
| Camp Lejeune                    | 8,581       | 10,093     | 18674  |
| New River Air Station           | 1,411       | 1,660      | 3,071  |
| Cherry Point Air Station        | 1,485       | 1,746      | 3,231  |
| Induced Growth Service Industry | //          | //         | 15,110 |
| Total                           | 11,477      | 13,499     | 40,086 |

Marine Corps "Grow the Force" Population Increases Eastern North Carolina Installations

Onslow County schools are currently dealing with overcrowding issues at several of their schools. To combat this issue the system is currently reviewing redistricting options. During the 2011-2012 school year the student population has grown to include 759 new students attending school. According to the district's Redistricting Study 2012, Onslow County Schools projects 30,000 students attending school in ten years; over 5,000 will be additional students. A Charter School will assist in providing additional classroom slots to aid in the population growth.

Z.E.C.A, distributed surveys throughout the community through parents and church leaders; 200 surveys were return. Survey results showed of those surveyed 98% supported charter schools and would be interested in enrolling their child in a charter school. Survey results also showed that parents would be interested in having their child enrolled in a charter school.

Four public charter interest meetings were held to determine public interest in implementing a community charter school. The meetings were held at 110C Branchwood Avenue from 6:30 to 7:30 pm on February 28, March 5, March 18 and March 23. Feedback from the public meetings suggested the following:

- Providing mentors for all students as an alternative means for student support
- Having a curriculum model that is culturally diverse and highly effective with at-risk students

**Goals for the proposed Charter School:**

Z.E.C.A. School of Arts and Technology will aim to effectively prepare all students to be globally competitive learners and prepared for the 21<sup>st</sup> century. To obtain this overall goal teachers and students will be adequately prepared and demonstrate skills of lifelong learners. The following goals will be implemented:

1. 100% of classrooms will be equipped with interactive whiteboards, whiteboard accessories, computers and various computer software programs.
2. 100% certified and non-certified staff will participate in staff development covering the following topics; Social and Emotional Teaching, Technology Instruction, Project Based Learning; Classroom Management and Student Assessment.
3. 90% of students enrolled in grades K-8 will score proficient on K-2 assessment and End of grade testing.
4. Increase minority students' % on grade level for reading and math by five percentage points yearly.
5. To provide a variety of affordable and accessible cultural arts activities for grades k-8.
6. To utilize the arts this will encourage a better understanding of the cultural diversity of the world.

| Implementation Year | Student   | Staff   | Infrastructure  |
|---------------------|---|---|---|
| Year One            | <ul style="list-style-type: none"> <li>• 80% of K-2 students will score proficient on k-2 assessment</li> <li>• 80% of 3-5 students will score proficient on End of Grade Assessment in reading math and science.</li> <li>• 50% of the student population will be pair with an adult mentor.</li> <li>• College</li> </ul> | <ul style="list-style-type: none"> <li>• 100% of certified and non-certified staff will receive professional development in the following topics: classroom management, student assessment, project based learning, social and emotional teaching, scantron, EVAAS, technology instruction</li> </ul> | <ul style="list-style-type: none"> <li>• Entire facility will have networking, server and internet accessibility (wired and wireless)</li> <li>• Smart Suite (Interactive Board, slate and response system) in all classrooms</li> <li>• Minimum of 2 computers in all classrooms</li> <li>• Basic computer software</li> </ul> |

|                 |  |  |   |
|-----------------|--|--|---|
|                 | <p>students will be solicited and certified in computer software such as excel, word and networking in preparation for a peer mentor project</p>   | <ul style="list-style-type: none"> <li>• Lead Teachers, Administration, and technology facilitator attend 5 day summer technology institute.</li> <li>• Build community relationship to enhance technology abilities.</li> </ul>   | <p>available for student and teachers</p> <ul style="list-style-type: none"> <li>• Implement Campus security (video, alarms, phone system, student and staff ID system)</li> </ul>  |
| <p>Year Two</p> | <ul style="list-style-type: none"> <li>• 85% of students in K-2 will score proficient on assessment</li> <li>• 85% of 3-5 will score proficient on EOG, students who are not proficient will show a 5 point percentage gain from the previous year</li> <li>• 80% of 6<sup>th</sup> graders will score proficient on EOG, students who are not proficient will show a 5 point percentage gain from the previous year.</li> <li>• High school technology mentoring initiative will be implemented. College students from</li> </ul> | <ul style="list-style-type: none"> <li>• Continue staff development in all areas stated above at a more in-depth level of understanding</li> <li>• Teachers become certified in networking and other computer software programs such as excel and word.</li> <li>• Laptops provided for all teachers.</li> </ul> | <ul style="list-style-type: none"> <li>• Purchase laptops for 4-5 classrooms</li> <li>• Purchase additional desktops for k-3 classrooms</li> <li>• Add video conferencing materials (camera, microphone, speakers) in multipurpose area for distant learning and virtual field trips</li> <li>• Add security to buses (video, cell phones)</li> </ul> |

|                   |   |  |  |
|-------------------|---|--|--|
|                   | <p>year one will train high school students to become certified in computer software programs and networking.</p>   |  |  |
| <p>Year Three</p> | <ul style="list-style-type: none"> <li>• 90% of students in K-2 will score proficient on assessment</li> <li>• 90% of students in 3-5 students will score proficient on EOG; students who are not proficient will show a 5 point percentage gain from the previous year</li> <li>• 85% of students in 6 and 7 grade will score proficient on EOG; non proficient students will show a percentage increase from the previous year.</li> <li>• Using a peer tutoring model college students will mentor local high school students and the high school students will mentor middle school students</li> </ul> | <ul style="list-style-type: none"> <li>• Professional development for certified and non-certified staff will continue. Training will now be geared to professional growth plan to ensure individualized needs are met</li> </ul> | <ul style="list-style-type: none"> <li>• Laptop sets purchased for 6-7 grade students</li> </ul> |



|           |  |  |  |
|-----------|--|--|--|
|           | to teach technology skills and programs  |  |  |
| Year Four | <ul style="list-style-type: none"> <li>• 90% of students in grades K-7 will score proficient on End of Grade assessment</li> <li>• 85% of students in grades 8 will score proficient on End of Grade Assessment</li> <li>• 100% of 8<sup>th</sup> graders will pass the computer assessment</li> </ul> |  |  |

**PURPOSES OF PROPOSED CHARTER SCHOOL**

The relationship between the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A and the proposed school’s operation.

**1. Improve Student Learning**

Z.E.C.A. School of Arts and Technology will improve student learning by providing curriculum and instruction that help children to reach challenging academic standards. Z.E.C.A. School of Arts and Technology will offer challenging course work while integrating the arts and technology. Extra help will be provided for students who fall behind or need extra academic help. Z.E.C.A. School of Arts and Technology will employ a school-wide instructional focus to meet student needs by using the following techniques:

- School environment  
 Creating a safe learning environment is an essential prerequisite to learning. Z.E.C.A. will adopt a uniform requirement, to create a safe learning environment. This will allow teachers and students to focus on teaching and learning. Research shows that school uniforms decrease fighting over clothes and gives students a sense of common identity. Z.E.C.A. will also use social and emotional teaching to improve instruction by building self-discipline students. Social and emotional teaching will enable students to take responsibility for their actions and the actions of others.

- Project Based Learning

Connect and integrate abstract and concrete representation of concepts connecting different forms of representation help students master the concept being taught and improves the chances of the students using the concept appropriately across different contexts. To improve learning teachers will use hands on instruction to introduce new concepts. Concrete objects and strategies will be used to support initial understanding of the instructed concept. Over time teachers will take the key components of the concrete representation (hands-on instruction) and replace it with more idealize and abstract representation (project based instruction). Research shows that lower achieving students demonstrate improved learning when they are asked to solve hands on authentic problems that require the use of underlining key concepts or principals.

Project based learning is reflective of the constructivist learning methodology, content mastery and critical thinking. When students engage in project based learning they are move through an inquiry process that stimulates their thinking, engages them in authentic tasks and demands demonstration of mastery. Project based learning incorporates project management skills that are valued by global industries. These skills include; communication and presentation skills, organizational and time management skills, research and inquiry skills, and group participation and leadership skills. The Buck Institute for Education defines project based learning as, a systematic teaching method that engages students in learning essential knowledge and life enhancing skills through an extended student influenced inquiry process structured around complex authentic questions and carefully designed products and tasks.

Z.E.C.A. School of Arts and Technology will use hands on instruction integrated with technology daily to teach concepts outlined in the North Carolina Common Core Standards. Each classroom will engage in a minimum of one project based learning task per semester. The project based learning activity will serve as an abstract representation that will connect to the concrete concepts learned during the semester.

- Cultural Arts Instruction

Learning experiences in the arts contribute to the development of academic skills necessary in the area of reading, language development and math. Research shows a strong correlation between drama and the development of literacy skills. According to Ruppert (2006), when students have an opportunity to engage in a dramatic enactment of a story their overall understanding of the story improves. Researchers in this study found that story comprehension effects were greatest for first graders who were reading below grade level.

The association between music and mathematics achievement is strong. One study shows students consistently involved in orchestra or band during their middle school and high school years perform better in math at grade 12. Z.E.C.A. School of Arts and Technology propose to start the interest in orchestra and band at the elementary level by allowing students in grades 3-5 to participate in band.

Reasoning ability, intuition, perception, imagination, inventiveness, creativity, problem solving skills and expression are skills associated with the thought process also known as cognitive skills. Student participation in dance or visual arts aids in the development of these thinking skills. According to Ruppert (2006), an experimental research study showed students who participated in dance scored higher than non-dancers on measures of creative thinking such as

fluency, and abstract thought. Cultural art experiences also promote growth in positive social skills such as building self-confidence, self-control, conflict resolution, collaboration, empathy and social tolerance.

Z.E.C.A. School of Arts and Technology will utilize the arts to encourage a better understanding of the cultural diversity of the world. The integration of the arts in science, humanities and math will enable students to think independently and gain skills in decision making, problem solving and collaboration. General education teachers will integrate the arts in their daily instruction. Students will use music, dance, drama and other multi-intelligence to bring the learning alive.

In addition to the arts being implemented in the general education classrooms, students will have the opportunity to participate in the following enrichment courses; Music, dance and drama.

Music- Students in k-2 will experience general music instruction; students in 3-8 will have the option to participate in band or choir. Marching band and show choir will be utilized to give students the opportunity to participate in performing arts and or competitive.

Dance- Students in K-2 will experience general dance instruction that will teach a variety of movement and dance appreciation. Students in 3-8 will participate in ballet and tap.

Drama- Students in K-2 will experience general drama instruction while students in 3-8 will study set design, and production. All drama students will participate in plays and other productions throughout the year.

- Technology Instruction

Z.E.C.A. School of Arts and Technology will use technology in all aspects of daily instruction and enrichment classes. Z.E.C.A. will strive to create a state of the arts facility that will use interactive white board instruction, video conferencing for virtual field trips, telecommunication for streaming video, blogs, discussion boards and wikis to enhance instruction for all students. Kaleidoscope is a web portal that encourages students' creativity and self-direction while developing 21<sup>st</sup> century computer and information skills. NC Wise Owl is a curriculum based reference web resource that enables students to interact with and explore the world. SAS curriculum pathways an interactive, standards-based resource for grades 6-12 will be used in grades 6-8. Angel learning management system will be used to manage online learning and introduce students to a digital culture of learning. The Angel learning management system will allow teachers and students to use Wiki as a tool for collaborative learning and blogs as a tool for teaching.

In addition to using technology in daily instruction, Z.E.C.A. School of Arts and Technology will offer a multi-media class as an enhancement classes for students. The multi-media class will focus on topics such as web-design and video production. Students enrolled in this class will complete technology projects such as create commercials, film productions performed by drama students, use video technology for morning announcements and create and maintain the school website.

- Assessment-Data Driven Instruction

Scantron achievement series is a web-based assessment system that allows k-12 educators to develop and administer online and paper based tests, capture immediate results and produce

standard based reports. Z.E.C.A. School of Arts and Technology will use scantron to monitor student progress and guide instruction as it relates to the Common Core Standards.

- Extended Day

The average school day is 6.5 to 7 hours and that time is shared between academic learning time and non-academic learning time. Z.E.C.A. School of Arts and Technology propose extending the school day to 9 hours. The additional 2 hours will be added to the regular school schedule using the existing staff and facility. The additional time will allow time to lengthen regular classes, provide tutoring for at-risk students, and allow time for the enrichment activities proposed under the cultural arts instruction. Massachusetts 2020 cites five primary benefits of adding time to the traditional school day: 1) more time on task; 2) greater depth and breadth of learning; 3) more time for planning professional development; 4) more time for enrichment and experiential learning; and 5) stronger relationships between teachers and students.

- Family-School and Community Partnership

To ensure family involvement, parents will be required to donate 40 hours per school year to the academy by volunteering, tutoring, attending PTA meetings and parent trainings. Parents will be required to sign a contract of obligation. This document pledges parent support of the academy's discipline attendance policies and commitment to the academic pursuit of their children. Community partnerships will be accomplished through collaboration with community colleges and other community agencies to provide technology certifications to local high school students who will in turn serve as peer mentors to the middle school students.

## **2. Increase learning opportunities for all students with special emphasis on expanded learning experiences for students who are identified as at risk of academic failure or academically gifted**

The following instructional practices, in addition to those cited above, will be used on a regular basis to provide for the expansion of learning opportunities for at-risk and academically gifted students.

- Mentor

Z.E.C.A. School of Arts and Technology will use mentoring to build student achievement motivation and academic self-concept through building positive adult/child relationships that fosters healthy social/emotional experiences and build student self-esteem. Research has found that programs that pair students with long term mentors are associated with increased school engagement. Students with low social economic status, experience the criminal justice system or poor academic performance benefit the most from long term mentoring. Z.E.C.A. will seek community volunteers to serve as mentors for the students enrolled in the program. All students will be provided a mentor who will commit to working with the student during the course of the school year. Mentors will meet with their student for a minimum of one hour per week.

- Multiple Intelligences instruction  
Hands-On instruction and Project Based Learning will be the primary mode of instruction for teaching the Common Core Standards. Uses of the multiple intelligence theory will be incorporated in daily instruction. Using these theories students will be encouraged to express themselves in numerous ways. Teachers will be encouraged to seek ways to bring the learning alive.
- Tutoring  
When students benchmark assessment show that they lack mastering the skills taught for the quarter, additional tutoring time will be built into the school day to provide additional support.
- Saturday Academy  
Saturday academy will be implemented throughout the year to provide students with an opportunity to participate in enrichment activities, prepare for academic competitions, prepare or participate in art competitions, or receive remedial assistance.

### **3. Encourage the use of different and innovative teaching methods:**

- Project Based Learning  
Project Based Learning is an instructional approach built upon authentic learning activities that increase student interest and motivation. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom.  
Project Based Learning is synonymous with learning in depth. A well-designed project provokes students to encounter (and struggle with) the central concepts and principles of a discipline.  
Project Based Learning teaches students 21st century skills as well as content. These skills include communication and presentation skills, organization and time management skills, research and inquiry skills, self-assessment and reflection skills, and group participation and leadership skills.  
Project Based Learning is generally done by groups of students working together toward a common goal. Performance is assessed on an individual basis, and takes into account the quality of the product produced, the depth of content understanding demonstrated, and the contributions made to the ongoing process of project realization.  
Finally, Project Based Learning allows students to reflect upon their own ideas and opinions, exercise voice and choice, and make decisions that affect project outcomes and the learning process in general.
- Hands on Instruction  
Hands-on learning is an important aspect of the current constructivist epistemologies that suggest that people construct their own understandings of the world.  
Hands-on learning can be thought of as comprising three different dimensions: the inquiry dimension, the structure dimension, and the experimental dimension. In inquiry learning, the student uses activities to make discoveries. The structure dimension refers to the amount of guidance given to the student. If each step is detailed, this is known as a cookbook style lab. These types of activities do not increase a student's problem-solving abilities. The third

dimension is the experimental dimension which involves the aspect of proving a discovery, usually through the use of a controlled experiment (Lumpe & Oliver, 1991). Z.E.C.A. School of Arts and Technology will use hands-on-instruction on a daily basis by implementing manipulative, technology and the arts.

- Creative Teaching

Creative participatory teaching techniques, uses simulations, games, role playing and other controlled methods that reflect situations found in the real world. Using a television game show such as jeopardy to stimulate ideas for group participation is an example of creative teachings. Z.E.C.A. School of Art and Technology will employ creative teaching using hands-on instruction, multi intelligences and brain based learning.

- Social and Emotional Teaching

Social and Emotional Teaching and learning help children to develop the skills needed to manage their emotions and to resolve conflict. Z.E.C.A. School of Arts and Technology will use the Resolving Conflict Creatively Program (RCCP) to teach social and emotional concepts to all students. Teachers in grades K-6 will use RCCP as part of their daily instruction. Students who continue to show at risk behaviors in grades 7 and 8 will be enrolled in a Social and Emotional Class taught by a behavior specialist or guidance counselor as part of their scheduled core classes.

The Resolving Conflict Creatively Program (RCCP) is a research-based, K-8 program that helps adults create peaceable schools and homes, and helps young people develop the skills to prevent aggressive and anti-social behavior, form caring relationships, and build healthy lives.

**4. Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the site:**

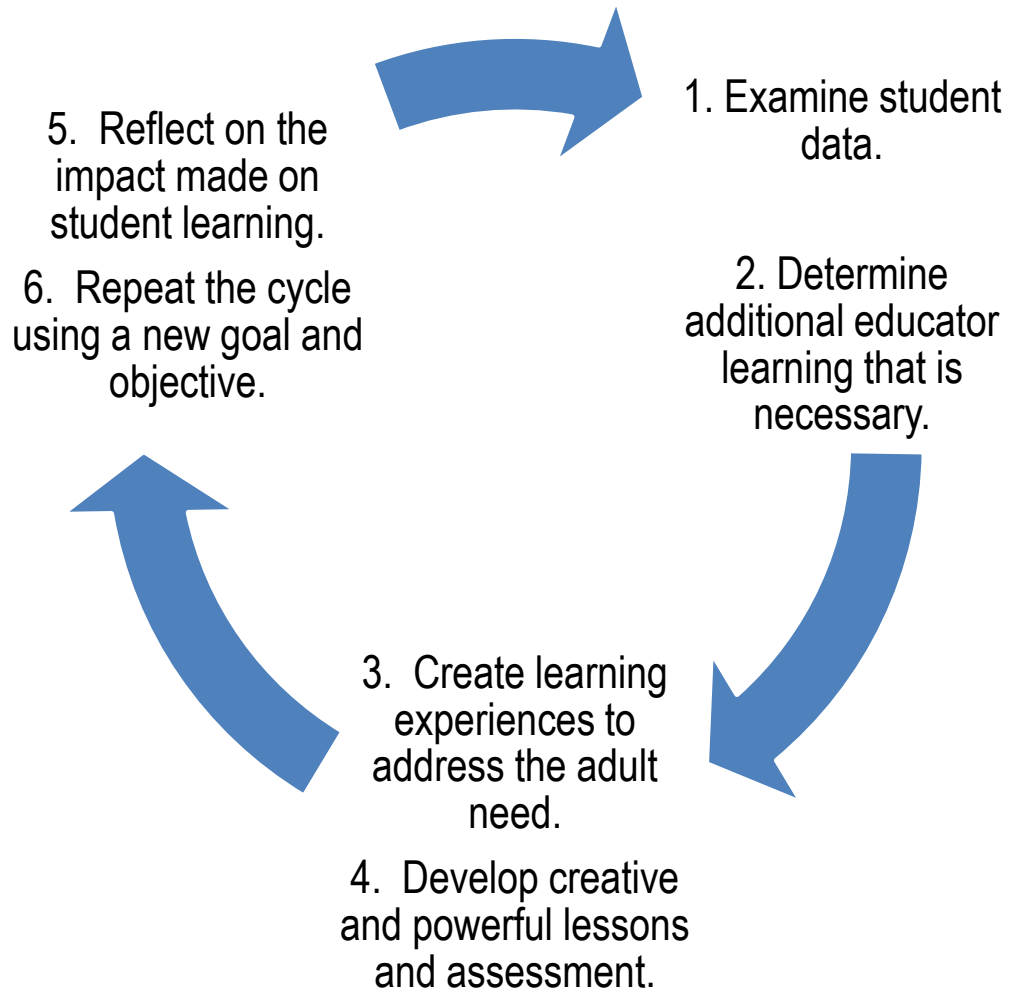
- Professional Development

Professional development for all teachers is a critical step for improving academic achievement. The staff at Z.E.C.A. School of Art and Technology will be required to participate in high-quality, sustained professional development throughout the school year. All staff will be expected to complete 50 hours of professional development in the form of workshops, conferences, study groups, classroom observations and other formal and informal modes of learning. Approved professional development opportunities will meet the following outcomes: (1) focused on student learning and address curriculum content; (2) Be aligned to school improvement goals and; (3) Be intensive, ongoing and connected to practice.

Professional development topics will include: technology teaching, goal setting and lesson planning, formative and summative assessment, social and emotional teaching, project based learning, brain based teaching, diversity teaching. (This list is not inclusive of all professional development topics and should be viewed as a sampling).

- Teacher Collaboration

Teachers will meet on a regular schedule in learning teams organized by grade level or content area. In efforts to ensure that all teachers share responsibility for student success in learning the following cycle of continuous improvement will be used (Darling, 2009):



- Mentor  
Staff members with 3 years or less teaching experience will be paired with an experience mentor teacher.
- Summer Technology Academy  
All staff will participate in a 5 day technology institute as a means for increasing their ability to use technology within their daily instruction.

**5. Provide parents and students with expanded choices in types of educational opportunities that are available within the public school system:**

The following educational opportunities will be available for parents and students:

- Small class size
- Weekend and summer programs
- Project based learning
- Extracurricular classes: band, choir, dance, drama
- Strong curriculum aligned to NC Core Standards
- Student Assessment- End of Grade (EOG) Benchmark Assessment
- Compliance with federal and state regulations

- Community partnerships: field trips, guest speakers, service learning
- Parent relationships: parent advisory, newsletters and other forms of communication, parent involvement

**6. Hold the schools established under this part accountable for meeting measurable student achievement results, and provide the schools with a method to change from rule-based to performance-based accountability systems.**

Z.E.C.A. School of Arts and Technology will adhere to the following performance-based testing:

- Reading End of Grade (EOG) for grades 3-8
- Math End of Grade (EOG) for grades 3-8
- Science End of Grade (EOG) for grades 3-8
- NC writing assessment for grades 4 and 7
- Math K-2 assessment for grades K-2
- Reading K-2 assessment for grades K-2
- NCEXTEND 1 or NCEXTEND 2 for EC students
- Scantron Benchmark testing

### **Educational Focus**

Z.E.C.A. School of Arts and Technology is a proposed charter school with a focus on arts and technology located in Onslow County. The mission of Z.E.C.A., Inc. School of Art and Technology is to provide a safe and nurturing environment for children by fostering a stimulating and educational atmosphere which will promote each child's unique social, emotional, physical, technology, and cognitive development with a strong emphasize on arts and technology.

Z.E.C.A. School of Arts and Technology is committed to preparing students to be 21<sup>st</sup> century learners who know how to solve problems and conflict which is necessary to be competitive in a global society. We will strive to use innovative, creative and inspirational methods that will empower our students to not only take responsibility for their learning but also make every effort to become lifelong learners.

Z.E.C.A. Staff will be compassionate educators who build positive relationships with students and inspire them to not only dream the impossible but to reach the impossible. Students will be equipped with higher order thinking skills, creative thinking, effective communicators, skillful problem solvers and motivated learners.



#### IV. GOVERNANCE

**Note:** Please answer all sections completely. Do not use “same as LEA” or “whatever the law states”. Lack of proper documentation will jeopardize the application review.

##### **Private Non Profit Corporation**

Name of Private Nonprofit: Z.E.C.A., Inc. (Zero to Eighteen Education Concept Academy)

Mailing Address: 721 Christine Ave.

City/State/Zip: Jacksonville, NC 28540

Street Address: 110 C Branchwood Ave.

Phone: 910-219-8603

Fax:

Name of registered agent and address: Stacey Owens-Howard, 721 Christine Ave. Jacksonville, NC 28540

FEDERAL TAX ID: 271412476

##### **TAX-EXEMPT STATUS (501 (C) (3))**

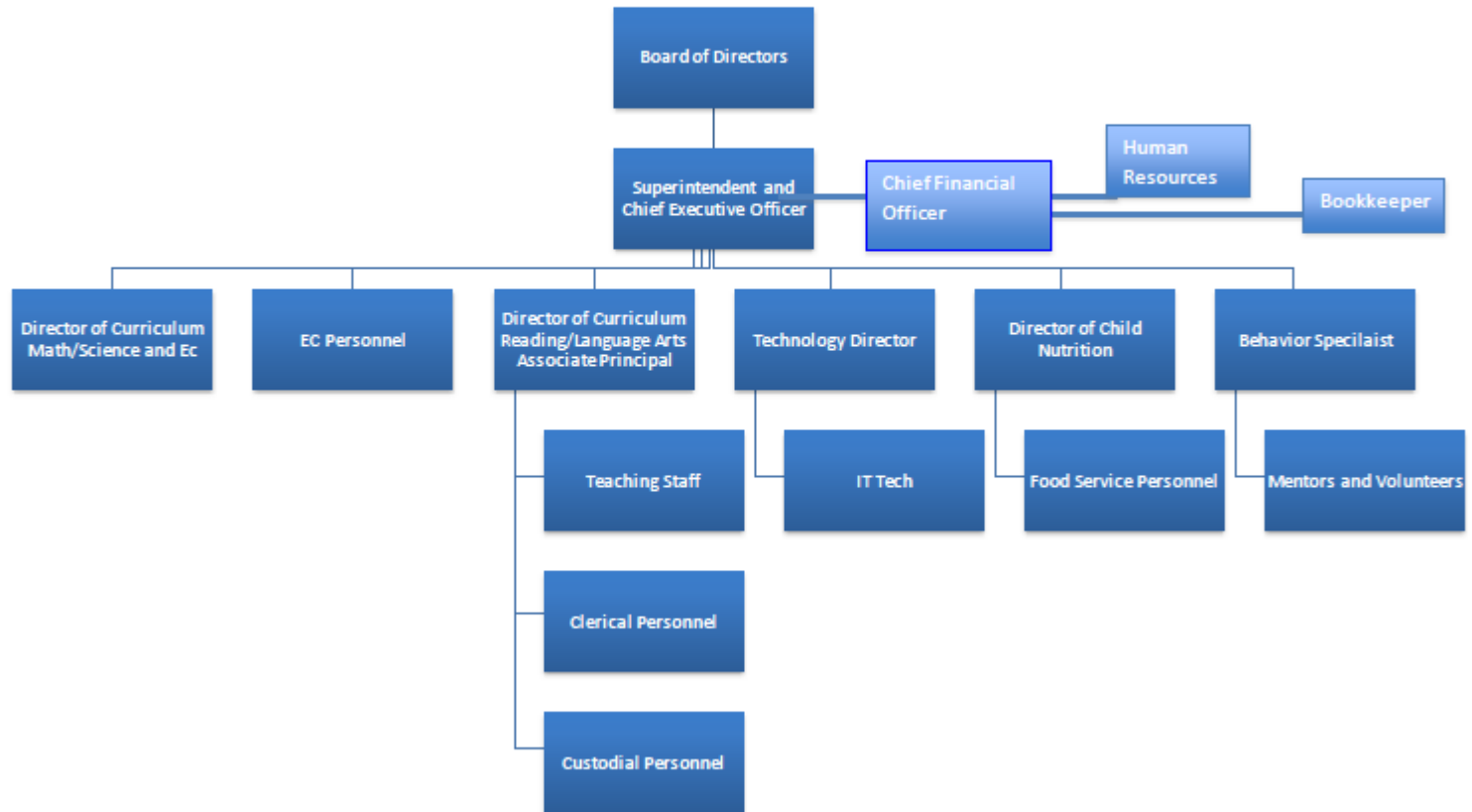
Yes (copy of letter from federal government attached as Appendix A)

No

Note: The tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval.

##### **ORGANIZATIONAL STRUCTURE OF PRIVATE NONPROFIT**

The private nonprofit corporation is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives.





- Honorable Discharge
- Psychological Stress Increases Plasma Levels of Prolactin, in Man. Journal of Psychosomatic Medicine 50:295-303 (1988).
- 3- Amino Valproic Acid, A Potential CNS Metabolite in. Ninth Annual Pharmacy Undergraduate Research Seminar, Abstract 1 (1987).
- 3- Amino Valproic Acid, Synthesis and HPLC Resolution. Sixteenth NIH-MBRS Symposium, Abstract 309 (1988).

**Affiliations, Past & Present**

- North Carolina Board of Pharmacy
- American Pharmacists Association
- North Carolina Pharmacists Association
- Onslow County Pharmacists Association
- National Association of Hospital Pharmacy
- Board of Directors, Onslow County Health Department
- National Association of Local Boards of Health
- Board of Directors, Zero to Eighteen Educational Concept Academy
- Board of Directors, Jacksonville Express Track Club
- Walter Reed Army Institute of Research, Silver Spring, MD
- National Association of Black Military Women
- Bell Fork Church of Christ Choir and Gleaning Ministries
- Montford Point Marine Association, Chapter 10, Camp Lejeune, North Carolina
- Delta Sigma Theta Sorority, Incorporated

**ERNEST J. WRIGHT, P.A.**  
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Website: [www.ewrightlaw.com](http://www.ewrightlaw.com)

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#### FIRM PROFILE

General Practice in all State and Federal Courts. Litigation, Personal Injury, Automobile Accident, Criminal, Federal Workers' Compensation, Labor and Juvenile Law.

**ERNEST JOSEPH WRIGHT**, born in Philadelphia, Pennsylvania, May 28, 1953; admitted to bar, 1978, Ohio; admitted to bar, 1982, North Carolina.

**EDUCATION:** Howard University, Washington, D.C. (B.A. with honors, 1975); Case Western Reserve University, Cleveland, Ohio (J.D., 1978).

**MEMBER:** Omega Psi Phi Fraternity, Inc.; Onslow County Bar Association; North Carolina State Bar; North Carolina Black Lawyers Association; Ohio State Bar Association.

**PAST AND PRESENT CIVIC:** Onslow County Commissioner (1992-2000); Vice-Chairman, Onslow County Board of Commissioners (1996-2000); State Chairman, North Carolina Criminal Justice Partnership Advisory Board (1995-2000); Board of Directors, Onslow County Women's Shelter; Treasurer, Jacksonville Community Penalties; Board of Directors, Onslow County Boys and Girls Club; Coach, (15 years) Jacksonville City Recreation Department; Member- Board of Directors Jacksonville/Onslow County Chamber of Commerce (1996-2004); Member, Treasurer, Teen Court, Onslow County; Omega Man of the Year, 2002; Past President, Onslow County Bar Association; Past President- 4<sup>th</sup> Judicial Bar Association (2007); Adjunct Professor, Webster University, Camp Lejeune, NC- Labor Relations (2004-2008); Chairman, Onslow County Board of Elections (2011-Present).

**MILITARY:** U.S. Marine Corps, Captain, Judge Advocate (1978-1982), Navy Achievement Medal recipient.

**LICENSED TO PRACTICE:** U.S. Court of Appeals (4<sup>th</sup> Circuit); United States District Court for Eastern District of North Carolina; United States Court of Military Appeals; United States Magistrate Court; North Carolina Courts: Supreme Court; Court of Appeals; Superior Court (Civil and Criminal); District Court (Civil and Criminal); and all Ohio Courts.

**REPRESENTATIVE CLIENTS:** Guardian Ad Litem Program, Fourth Judicial District, American Service Center, Inc., Cheveux School of Hair Design, Abundant Life Baptist Church, Onslow County Partnership for Children, General Counsel, Montford Point Marine Association, American Federation of Government Employees, Local 2065 (1983-Present).

**MARK A. SHIVERS**

557 Rhodestown Road

Jacksonville, NC 28540

Telephone: (910) 324-1914 Cellular: (910) 548-4436

Email: [Arabian42@vzw.blackberry.net](mailto:Arabian42@vzw.blackberry.net)

**Objective:**

Looking for the post of the police officer with a goal of preventing and discovering the commission of crime, preserving law and order and enforcing traffic regulations.

**Qualification Summary:**

- Able to perform under pressure and stay calm in emergency conditions.
- Able to write comprehension reports using PC software,
- Strong ability to provide proactive and dynamic educational leadership.
- Established effective in managing and allocating resources.

**Education:**

Onslow County Schools

Richlands High School (June, 1984)

Law Enforcement Management and Planning

Police and Community Relations

Criminal Investigation and Procedures

Juvenile Offenders

**Work Experience:**

Police Officer: Chief Deputy and Chief of Investigations

Onslow County Sheriff's Office: Jacksonville, N.C.

October 1992-May 20110

- Took actions for the calls f first aid and medical assistance.
- Insisted on parking and traffic regulations and as per the necessity issued citations.
- Processed and filed reports and made court appearance as per the requirement.
- Investigated and reported incidents.
- Aggressively took part in departmentally sponsored Crime Prevention and Community policing programs.
- Collaborated with Jacksonville Police Department to decrease violent crime rate around property.

Military: United States Army

November 1984 – June 1992

- MP position at the culmination of 12-week basic training and an additional 12 weeks of intensive/
- Specialized MP training supported battlefield operations and provided area/convoy security during overseas assignment.
- Veteran of the Gulf War.

**Certifications:**

- Basic Law Enforcement for the State of North Carolina Certification
- Licensed Polygraph Examiner
- Certified in first aid/CPR

# Stacey Owens Howard

Improving Performance • Enhancing Programs • Inspiring Systemic Change

721 Christine Ave. Jacksonville, NC 28540

(910) 650-1599

howard\_stacey@hotmail.com

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## EXPERIENCED EDUCATOR

*...dedicated to guiding students to succeed while inspiring an insatiable passion for learning.*

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### SUMMARY

Respected educator with over 18 years' experience spanned over two career fields. Two years of establishing a non-profit program. Seven years of Early Childhood organizing and providing training for pre-k public school teachers, childcare and family child care staff. Proven ability to increase teacher performance on the Early Childhood Environmental Rating Scale (ECERS). Eleven years of elementary education experience, serving as a teacher, lead teacher and State Assistance Team Reviewer. Proven ability to effectively impact low performing schools, lead staff, as well as develop and implement projects.

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### EXPERIENCE

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#### **Z.E.C.A., INC. (ZERO TO EIGHTEEN EDUCATION CONCEPT ACADEMY) JUNE 2009- FOUNDER/CEO**

- Write all grants
- Prepare and submit all non-profit forms at federal, state and local levels
- Oversee 20 staff for afterschool program funded by 21<sup>st</sup> Century Learning
- Oversee staff and mentors for Mentoring Program
- Prepare and presents staff development
- Prepare and present parent trainings

#### **JONES COUNTY PARTNERSHIP FOR CHILDREN, Trenton, NC**

**August 2005 - Present**

##### Early Education Specialist

- Oversee 5 in-house grant activities; Quality Enhancement, Education Incentive, Quality Bonus, Family Support, Child Care Resource and Referral
- More at Four grant administrator
- Provide technical assistance to Pre-K More at Four programs, child care centers and family child care homes.
- Design and manage lending library resources
- Prepare and present parenting skills trainings for families with children ages birth to twelve
- Prepare and present early childhood staff development

##### Highlighted Achievements

- Contributed to a significant increase in teacher performances on Early Childhood Environmental Rating Scale (ECERS-R), Infant and Toddler Environmental Rating Scale (ITERS), and School age Environmental Rating scales (SAERS).
- Increased county-wide child care referral services by 75%
- Increased number of identify children in need of services by organizing free health screening
- Increased family awareness of available services within the community by organizing Family fun days highlighting service agencies. Event attended by 250 families annually.
- Mentored and coached students to help boost their confidence and competencies, as evidence by scores and completion of work.



**LENIOR COMMUNITY COLLEGE, Kinston, NC**

**August 2007 – December 2007**

**Part-Time Instructor**

- Instruct early childhood students' child care administration course, providing various levels of instruction in center management, funding and budget, board development, and other administrative matters.
- Incorporate in-house collegiate and external resources to develop lesson plans; create and administer tests; and provide students with feedback targeting areas of improvement and align their strengths with course objectives and intended outcomes.
- Used Blackboard learning system to instruct the online portion of the course and provided face to face sessions.

**DEPARTMENT OF PUBLIC INSTRUCTION, Raleigh, NC**

**July 2003 – June 2005**

**State Assistant Team Reviewer**

- Developed needs assessment for two low performing schools.
- Ensured compliances with laws, regulations, rules and policies prescribed by the Department of Public Instruction.
- Collaborated with team members, low performing teachers and school administrators to improve student performance.
- Evaluated teachers using North Carolina Teacher Performance Appraisal Instrument.
- Served as an instructional leader by planning and modeling lessons and high expectations.
- Fostered an environment conducive to instructional change to improve low test scores.

**JONES COUNTY SCHOOLS, Trenton, NC**

**January 1997 – May 2003**

**Teacher (3<sup>rd</sup> Grade 1994-2000)**

- Implemented various classroom management techniques for maintaining student attention, involvement and discipline with a focus on Kagan Cooperative Structures.
- Served as an instructional leader by serving as a National Science Foundation (NSF) math site coordinator
- Partnered with parents in students' success; provided feedback on students' progress and to discuss areas needing improvement and additional work.
- Developed daily lesson plans and testing materials and leveraged the use of technology to enhance instruction.

**Lead Teacher (District Wide K-5 2000-2003)**

- Trained K-5 writing teachers while serving as the county's Write From the Beginning Trainer
- Provided staff development in reading and math.
- Coordinated the Districts Twenty First Century grant infusing the use of the latest technology to conduct research and prepare reports, including: the Internet, PowerPoint presentation software and Twenty First Century websites.

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**Technical Proficiency**

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Blackboard, Promethean Interactive Whiteboard, MS PowerPoint, MS Publisher, MS Word, Internet Explorer, Windows XP, Vista, Print Shop, Print Master, MS Outlook.

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**Certification**

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|   |                       |
|---|-----------------------|
| North Carolina Teacher Certification K-6    | 1994                  |
| North Carolina Principal Certification K-12 | 2008                  |
| National Board Certified Teacher Pre-K-3    | 1999 recertified 2009 |

## Z.E.C.A. School of Arts and Technology

|  |      |
|--|------|
| Playground Safety Certified Trainer                                | 2008 |
| Its-Sid Certified Trainer  | 2008 |
| Be Active Kids Certified Trainer                                   | 2007 |
| Dealing with Children with Challenging Behaviors Certified Trainer | 2007 |
| Dial-3 Certified Trainer   | 2007 |

### **EDUCATION**

**PhD., Education** Current Student, expected 2013  
Specialization: **Curriculum and Instruction**,  
Capella University, Minneapolis, MN

#### **M.S.A., School Administration**

North Carolina Central University, Durham, NC 2008  
Summa Cum Laude

#### **B.A., Elementary Education**

North Carolina Central University, Durham, NC 1994

### **ASSOCIATIONS, RECONGNITION & COMMUNITY INVOLVEMENT**

National Association for Elementary Principals  
National Association for the Education of Young Child (NAEYC)  
Children and Adults with Attention Deficit/Hyperactive Disorder (CHADD) member  
Phi Delta Kappa  
Teacher of the Year (1997)  
Presidential Award for Teaching Elementary Science and Math, State level (2000)  
Executive Director Award (2007)  
Member of Delta Sigma Theta

Barbara Hayes  
PO Box 105  
362 Bell Fork Road  
Jacksonville NC 28541  
(910) 455-0425

**Education:**

North Carolina Central University  
Durham NC 27707

|               |          |
|---------------|----------|
| B.A. Degree   | May 1981 |
| M. Edu. (K-4) | May 1990 |

**Work History:**

|                                    |                        |
|------------------------------------|------------------------|
| Jones County Schools<br>Trenton NC | August 1990 to present |
|------------------------------------|------------------------|

|   |             |
|---|-------------|
| Z.E.C.A.After school/<br>Summer Program Photography | Summer 2010 |
|---|-------------|

|   |           |
|---|-----------|
| Washington Chapel M. B. Church<br>Secretary | 15+ years |
|---|-----------|

**Professional Certification:**

|                              |               |
|------------------------------|---------------|
| National Board Certification | November 2001 |
| National Board Renewal       | November 2011 |

## Shanta' Monique Cooks

375 Sonoma Rd. Jacksonville, NC 28546

(910) 381-6547 [tae\\_cooks@hotmail.com](mailto:tae_cooks@hotmail.com)

### **PROFESSIONAL EXPERIENCE**

As an educator I have an eagerness to integrate twenty-first century tools into the classroom. Through the successful integration of technology, students are equipped with the skills to make them globally competitive. The use of technology within the classroom has made our world which has changed the teaching and learning tremendously.

- Experienced in the use of the internet and educational software
- Worked at an IMPACT Model School for 3 years. IMPACT Model Schools integrate technology through hands-on project based learning.
- Aptitude of flexibility
- Outstanding interpersonal and communication skills that foster meaningful relationships with students, parents, and staff

### **WORK EXPERIENCE**

#### **Clyde Erwin Elementary Magnet School of International Studies and Cultural Arts**

**Jacksonville, NC**

**2007-Present**

##### **4<sup>th</sup> & 5<sup>th</sup> Grade Teacher**

Instruct 25030 4<sup>th</sup> and 5<sup>th</sup> grade students through globalization and technology using the North Carolina Standard Course of Study. Assess student performance using a wide range of tools: student conferencing, checklist, rubrics, student portfolios, 9 weeks assessments, and teacher generated formative assessments

#### **Zero to Eighteen Educational Concepts Academy, Project S.A.F.E. Step**

**Jacksonville, NC**

**2010- Present**

##### **Program Coordinator**

Coordinate an Afterschool Program that provides educational services for 100+ students. Develop pacing guides for certified staff to ensure high academia. Coordinate instructional and parent nights to create a bridge between parents and program. Communicate with local elementary schools to create a positive relationship that will help with student success.

#### **West Edgecombe School**

**Rocky Mount, NC**

**2004-2007**

Planned, instructed, and assessed students in all subjects according to the North Carolina Standard Course of Study. Lessons were developed based on the IMPACT Model, which integrated technology, hands-on learning, and project based learning. Served as the Department Chair and member of the School Improvement Team (SIT). Collaborated with team members to develop tutorial programs using 072 funds, as a means to increase student performance.

**ABA Teacher (Autistic Child)**

**Greenville, NC**

**2003-2004**

Received training from an ABA specialist to implement the ABA program to Autistic children. Helped develop cognitive, behavioral, and educational goals for a child with Autism. Completed goal sheets and educational plans to help transition students into a regular education setting.

**EDUCATION**

**Ed.D Educational Leadership and Instructional Technology**

University of Phoenix Online, Phoenix Arizona, 2008-2012

**M.A. Curriculum and Instruction**

University of Phoenix Online, Phoenix Arizona, 2008

Bachelors of Science Elementary Education

**East Carolina University, Greenville, North Carolina 2004**

- Certified in Elementary Education (K-6)
- Integrate 21<sup>st</sup> Century technologies into lesson plans
- Plan instruct each subject area using a variety of teaching aids and motivational strategies to engage students in active learning.
- Grade Level Chair (2010-Present)
- School Improvement Chairperson (2010-Present)
- Level I International Baccalaureate Training (2012)
- School ClassScape Trainer (2010-Present)
- Trained North Carolina Reading 3D (2010)
- Trainer on New North Carolina Teacher Evaluation Tool (2009-2010)
- Served on the district wide Math PLC (2008-2010)
- Served as Department Chair (2 consecutive years) Lead team and made grade level decisions (2005-2007)
- Served on the School Improvement Team (2 consecutive years). Represented department in SIT meetings and helped make decisions that impacted the school culture (2005-2007).
- Collaborated with peer teachers from around the district to construct district wide 4<sup>th</sup> grade math pacing guide (2006).
- Developed tutorial plans using At-Risk 072 Federal Funds
- Intel Teach the Future Training (2006)
- Baldrige Continuous Improvement Training (2005)

**Z.E.C.A., INC. (Zero to Eighteen Education Concepts Academy)  
By-Laws**

**ARTICLE I:**

**NAME AND SEAL**

1. The name of the Corporation shall be Z.E.C.A. (Zero to Eighteen Educational Concept Academy).
2. The Corporation shall have a seal which shall be in the following form: a circular form with the image of a globe in the center encircled by children which shall bear the legend Corporate Seal of Z.E.C.A and words indicating that the Corporation was incorporated in North Carolina.

**ARTICLE II:**

**PURPOSE**

The Corporation is organized and shall be operated exclusively for sole purposes and shall exercise those powers consistent therewith granted to non-profit corporations by the laws of North Carolina, which shall include, but not limited to, these specific objectives and purposes:

This Corporation will offer after school enrichment with a focus on cultural arts, individual and peer mentoring services, K-12 tutorial services aligned to the North Carolina Standard Course of Study, and a parent empowerment center. It will offer its clients high quality child centered care that will enhance the social and emotional, cognitive and physical development of at-risk children, including for such purposes, the making of distributions to organizations that qualify for exempt organizations under section 501 (c) (3) of the Internal Revenue Code, or corresponding section of any future federal tax code. Z.E.C.A. will also apply, establish, and govern a charter school under North Carolina Charter School Statutes.

**ARTICLE III**

**MEMBERSHIP**

The Corporation shall have no members and shall not issue any capital stocks.

**ARTICLE IV**

**MEETINGS**

Annual Meeting: The annual membership meeting shall be held on the third Monday of June each and every year except if such day is a legal holiday, then and in that event, the Board of Directors shall fix the day but it shall not be more than two weeks from the dated fixed by these By-Laws.

Meeting Procedures: All meeting of the Board shall be open to the public, including the news media, except when permitted or required by law to be closed. The President of the Board shall preside at Board meeting and shall rule on questions of order. In the absence

of the President, the Vice President shall preside. In the absence of both the President and Vice President, the attending members shall elect one of their members to preside.

Regular Meeting: Unless otherwise specified in the scheduled or changed in a manner allowed by law, the Board's regular meetings shall be held regularly on the dates that will be publicized by the Board. The meetings of the Board of Directors shall be held at the principal office of the Corporation, or at such other place as the Board Chair may designate.

Special or Called Meetings: In accordance with the state law, special meeting may be called by the Board President on the request of three or more Board members, or the Principal in accordance with state law. Due notice of such meetings shall be given to the public and shall include at a minimum the posting of a written notice for at least 24 hours at the place of regular meetings and by the given of written or oral notice at least 24 hours in advance. Board members will be given at least a 24 hour notice of the meeting and the topics to be addressed.

Meeting Notification: The Secretary shall cause to be mailed to every member in good standing at his address as it appears in the membership roll book in this organization a notice telling the time and place of such annual meeting and/or all other organizational meetings. Notice to Board members may also be made by telephone, e-mail, fax or some other means to achieve notification.

Notice of Intention to Attend: Attendance required members of the Board shall be requested to notify the Board Chair or Executive Director of their inability to attend a lawfully scheduled meeting.

Quorum: Thirty-three (33%) of the members (filled positions) of the Board shall constitute a quorum for the transaction of business. The quorum shall be determined at the beginning of the business meeting. A lesser percentage may adjourn the meeting for a period of not more than one week from the date scheduled by these By-laws and the secretary shall cause a notice of this scheduled meeting to be sent to all those members who were not present at the meeting originally called.

Manner of Attendance: The Director or members of a committee may participate in a meeting of the Board of Directors or committee by means of conference, telephone or similar communications device that allows all persons participating in the meeting by means of a conference telephone or similar communications device shall be deemed presence in person at such meeting.

## ARTICLE V

### VOTING

At all meetings, except for the election of officers and directors, all votes shall be by voice. For election of officers, ballots shall be provided and there shall not appear any place on such ballot that might tend to indicate the person who cast such ballot.

Ballot Voting: At all votes by ballot the chairman of such meeting shall, prior to the commencement of balloting, appoint a committee of three who shall act as “Inspectors of Election” and who shall, at the conclusion of such balloting, certify in writing to the Chairman the results and the certified copy shall be physically affixed in the minute book to the minutes of that meeting. No inspector of election shall be a candidate for office or shall be personally interested in the question voted upon.

Parliamentary Rules: All meetings shall be conducted in an open, orderly, and fair manner, in compliance with the North Carolina Open Meetings Law, Article 33, and Robert’s Rules of Order, as revised, shall apply to all deliberations.

Informal Action by Directors: Any action required or permitted to be taken at any meeting of the Board of Directors or of a committee of directors may be taken without a meeting if the text of the resolution of the matter agreed upon is sent to the Executive Committee. Directors consent to such action in a writing setting for the action taken, Such consent in writing shall be filed with the minutes of the proceedings of the Board or the committee and have the same force and effect as a vote of the Board of Directors or of the committee at a meeting whether done before or after the action is taken.

## ARTICLE VI

### ORDER OF BUSINESS

1. Roll Call
2. Reading of the Minutes of the preceding meetings
3. Reports of Committees
4. Reports of Officers
5. Old and Unfinished Business
6. New Business
7. Adjournments

## ARTICLE VII

### BOARD OF DIRECTORS

The business of this organization shall be managed by a Board of Directors consisting of seven members, together with the officers of this organization.

Term: The directors to be chosen for the ensuing year shall be chosen at the annual meeting of this organization in the same manner and style as the officers of this organization and they shall serve for a term of three years.

General Powers and Duties: The Board of Directors shall have input in the control and management of the affairs and business of this corporation. Such Board of Directors shall only act in the name of the corporation when it shall be regularly convened by its chairman after due notice to all the directors of such meeting.



The Board of Directors shall have, and may exercise, any and all powers provided in the Articles of Incorporation, The North Carolina Non-Profit Corporation Act or the North Carolina Charter School statute that are necessary or convenient to carry out the purposes of the corporation as established by these Bylaws.

Vacancies: Vacancies in the Board of Directors shall be filled by a vote of the majority of the remaining members of the Board of Directors for the balance of the year.

Removal: A director may be removed when sufficient cause exists for such removal. The Board of Directors may entertain charters against any director. A director may be represented by counsel upon any removal hearing. The Board of Directors shall adopt such rules for this hearing as it may in its discretion consider necessary for the best interests of the organization.

Resignations: Any officer may resign at any time by giving written notice to the Board Chair or the Secretary of the Board. Any such resignation shall take effect at the time specified or if not time is specified, at the time the President or the Secretary receives such resignation.

## ARTICLE VIII

### OFFICERS

The initial officers of the organization shall be as follows:

Board Chair: Dr. Thomasena Irving

Vice Chair: Mark Shivers

Secretary: Barbara Hayes

Treasurer: Horace Shepard

Board Chair: The Board Chair shall preside at all meetings. The Chair shall present at each annual meeting of the Corporation an annual report of the work of the organization. The Chair shall appoint all committees, temporary or permanent. The Chair shall see all books, reports and certificates required by law are properly kept or filed. He shall be one of the officers who may sign the checks or drafts of the corporation. The Chair shall have powers such as may be reasonably construed as belonging to the chief executive of any organization.

Vice Chair: The Vice Chair shall in the event of the absence or inability of the President to exercise his office become acting president of the organization with all the rights privileges and powers as if he had been the duly elected president.

Secretary: The Secretary shall keep the minutes and records of the corporation in appropriate books. It shall be his/her duty to file any certificate required by any statute, federal or state. The Secretary shall give and serve all notices to members of this organization. He shall be the official custodian of the records and seal of this organization.

Treasurer: The Treasurer shall have the care and custody of all monies belonging to the organization and shall be sole responsible for such monies or securities of the organization. The Treasurer may, when necessary, sign all checks of the Corporation he shall exercise all duties incident to the office of Treasurer.

Officers shall by virtue of their office be members of the Board of Directors.

Compensation of Members: Members of the Board shall receive reasonable travel and subsistence expenses for inter/intra state travel and subsistence.

## ARTICLE IX

### COMMITTEES

All committees of this organization shall be appointed by the Board of Directors and their term of offices shall be for a period of one year or less if sooner terminated by the action of the Board of Directors.

The permanent committees shall be:

Fundraising- Oversees development of and implementation of the fundraising plan; identifies and solicits funds from external sources of support working with the development officer.

Executive- Oversee operations of the board; acts on behalf of the board during on-demand activities that occur between meetings, and these acts are later presented for full board review. This committee is comprised of board chair, other officers and committee chairs.

Finance- Oversee development of the budget; ensures accurate tracking, monitoring, and accountability for funds, ensures adequate financial controls and is led by the board of treasure; this committee will also review major grants and associated terms.

Building- Oversees the establishment of a principle location for leasing with the future intent of purchase.

Board Development- Ensure effective board processes, structures and roles, including retreat planning, committee development, and board evaluation; role of nominating committee such as keeping list of potential board members, orientation and training.

## ARTICLE X

### CONTRACTS, CHECKS, DEPOSITS, AND FUNDS

Contracts: The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Checks and Drafts: All checks, drafts, or other orders for the payment of money issued in the name of the Corporation, shall be signed by such officer or officers of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors.

Funds: All funds of the Corporation not otherwise employed shall be deposited to the credit of the Corporation such as banks, trust companies, or other depositories as the Board may select, or as may be designated by any officers, officers, agent or agents of the Corporation to whom the Board may delegate such power.

Acceptance of Gifts: The Board, or any officer or officers or agent or agents of the Corporation to whom such authority may be delegated by the Board, may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the purposes of the Corporation.

Bond: At the direction of the Board, any officer or employee of the Corporation shall be bonded. The Corporation shall pay the expenses of procuring any such bond.

Loans: No loans shall be contracted on behalf of the Corporation and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

## ARTICLE XI

### AMENDMENTS

These By-Laws may be altered, amended, repealed or added to at any meeting of the Board of Directors, by a vote of a majority of the Directors in officers, if at least ten days written notice is given of the intention to take such action at such meeting.

## ARTICLE XII

### FISCAL YEAR

Except as altered by a resolution of the Board of Directors, the fiscal year of the Corporation shall begin on the first day of each July and end of the last day of June next ensuing.

## **CONFLICT OF INTEREST POLICY**

### **Purpose:**

The purpose of the conflict of interest policy is to protect this tax-exempt organization (Z.E.C.A.) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

### **Definitions:**

Interested person: Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

### **Duty to Disclose:**

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

### **Addressing Conflict of Interest:**

- An interested person may make a presentation at the governing board or committee meeting, after the presentation; he/she shall leave the meeting during the discussion of and the vote on, the transaction or arrangement involving the possible conflict of interest.
- The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organizations best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement



ARTICLES OF INCORPORATION  
NONPROFIT CORPORATION

Pursuant to §55A-2-02 of the General Statutes of North Carolina, the undersigned corporation does hereby submit these Articles of Incorporation for the purpose of forming a nonprofit corporation.

- 1. The name of the corporation is: Z.E.C.A., INC. (Zero to Eighteen Educational Concepts Academy)
- 2.  (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).

3. The street address and county of the initial registered office of the corporation is:

Number and Street 721 Christine Ave.

City, State, Zip Code Jacksonville, NC 28540

County Onslow

4. The mailing address *if different from the street address* of the initial registered office is:

\_\_\_\_\_

5. The name of the initial registered agent is:

Stacey Owens-Howard

6. The name and address of each incorporator is as follows: S\_t\_a\_c\_e\_y,,\_O\_w\_e\_n\_s\_-H\_o\_w\_a\_r\_d

721 Christine Ave.

Jacksonville, NC 28540

7. (Check either a orb below.)

a. The corporation will have members.

b. The corporation will not have members.

8. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.

9. Any other provisions which the corporation elects to include are attached.

10. The street address and county of the principal office of the corporation is:

Number and Street 721 Christine Ave.

City, State, Zip J\_a\_c\_k\_s\_o\_n\_v\_i\_l\_l\_e,\_N\_C\_2\_8\_5\_4\_0

Onslow


11. The mailing address *if different from the street address* of the principal office is:

\_\_\_\_\_

12. These articles will be effective upon filing, unless a later time and/or date is specified: \_\_\_\_\_

This is the \_\_jJ!\_day of November ,20 09 .

---

  
*Signature of Incorporator*  
Stacey Owens-Howard, Incorporator  

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*Type or print Incorporator's name and title, if any*

NOTES:

1. Filing fee is \$60. This document must be filed with the Secretary of State.

Revised January 2000

FormN-01

## **ATTACHMENTS**

### Purpose of Corporation

This corporation is organized for the sole purpose of charitable, educational and the prevention of cruelty to children. This corporation will offer after school enrichment with a focus on cultural arts, individual and peer mentoring services, k-12 tutorial services aligned to the North Carolina Standard Course of Study, and a parent empowerment center. It will offer its client's high quality child centered care that will enhance the social and emotional, cognitive and physical development of at-risk children, including for such purposes, the making of distributions to organizations that qualify for exempt organizations under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

### Initial Board of Directors

|                      |                    |                  |
|----------------------|--------------------|------------------|
| Dr. Thomasena Irving | 744 Lynchburg Dr.  | Jacksonville, NC |
| Mark Shivers         | 557 Rhodestown Rd. | Jacksonville, NC |
| Mary Dyer            | 612 Kimberly Lane  | Jacksonville, NC |
| Barbara Hayes        | 362 Bellfork Rd.   | Jacksonville, NC |
| Stacey Owens Howard  | 721 Christine Ave. | Jacksonville, NC |
| Edith Crisp          | 120 Brevard Ct.    | Jacksonville, NC |

### Prohibited Activities

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its members, directors, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in the furtherance of purposes set forth in these articles of incorporation. No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax section 501 (c)(3) of the Code or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Code.

### Distribution Upon Dissolution

Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purpose of the corporation in such a manner, or to such organization or organizations organized and operated exclusively for

religious, charitable, educational, scientific or literary purposes as shall at the time qualify as an exempt organization or organizations under section 501(c)(3) of the Code as the Board of Directors shall determine, or to federal, state, or local government to be used exclusively for public purposes. Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organizations, such as the court shall determine, which are organized and operated exclusively for such purposes, or to such governments for such purposes.



## Z.E.C.A. School of Arts and Technology

5. A description of the governing board's functions, duties, roles and responsibilities as it relates to overseeing the charter school and its mission.

The Board of Directors at Z.E.C.A., Inc. shall have such powers and duties as provided in the North Carolina General Statutes, Chapter 11C and as delegated to it by the State Board of Education. The Board of Directors shall decide matters related to the operation of the school, including budgeting, curriculum, and operating procedures. The powers and duties of the Directors include, but are not limited to, the following:

- Approve the appointment of personnel annually, upon recommendation by the Chief Executive Director, subjects to standards established by the State Board of Education.
- Acquire by purchase or otherwise all land and facilities required for Z.E.C.A. School of Arts and Technology.
- Apply the standards and requirements for admission and graduation of students established in Z.E.C.A. School of Arts and Technology application and standards established by the State Board of Education.
- Provide the instructional services for Z.E.C.A. as delineated in its application and according to regulations and standards adopted by the State Board of Education.
- Upon recommendation by the Executive Director, and within state guidelines, establish and/or terminate programs of instruction it deems appropriate to enhance or further the mission of Z.E.C.A. School of Arts and Technology and for which financial resources are adequate to ensure quality.
- Adopt and recommend current expense and capital outlay budgets.
- Perform such other acts and do such other things as may be necessary or proper for the exercise of the foregoing specific powers, including adoption of the mission statement, adoption and enforcement of all reasonable policies, rules, regulations and bylaws necessary for the governance and operation of Z.E.C.A. School of Arts and Technology. Rules and regulations of the State Board of Education, and the North Carolina General States shall have precedence over bylaws and policies of Z.E.C.A. School of Arts and Technology.
- Approve policies for Z.E.C.A. School of Arts and Technology for inclusion in the Board Policy Manual. The Board of Directors has ultimate approval authority over institutional policies. The Executive Director or his/her designee is responsible for the development of proposed policies or policy revisions for presentation to the Board of Directors
- The Board of Directors reserves for itself all other duties, responsibilities, and powers, not inconsistent with Chapter 115C or the regulations of the State Board of Education.

6. Explain the decision-making processes the board will use to develop school policies.

Z.E.C.A. School of Arts and Technology Board of Directors is committed to the dissemination of knowledge, the engendering and development of skills, competencies and understandings, and to the nurture of sound and enduring personal and intellectual habits attitudes. It shall be the purpose of the Board of Directors at all times to ensure that all employees of all classifications in the Charter School shall be of such character, habits, philosophy, qualifications, experiences, and competence to operate a high quality environment conducive to student learning.

The decision making process is described in the By-laws under Articles 4 and 5. These sections provide detailed information on board meetings, scheduling, quorum and voting procedures.

7. Describe the organization's performance based goals for the charter school. Organizational goals and measurable objectives should describe and measure the effectiveness and viability of the organization.

The goal of Z.E.C.A. School of Arts and Technology is to use state of the arts technology, cultural arts and other non-traditional mode of instruction to enhance the teaching and learning of math, science, reading and technology.

**A. Students' Academic Performance Goals**

1. Students will be able to think independently and develop skills in decision making, and problem solving through the integration of the arts in science, humanities and math.
2. Students will meet all requirements pertaining to reading/writing, math, science as required in the No Child Left Behind Act.
3. Students use hands- on experiences to obtain higher order thinking skills and apply those concepts to real world situations.
4. Students will be global learners and prepared for 21<sup>st</sup> century through the use of daily technology instruction.
5. Students will demonstrate the ability to set and achieve goals.

**B. Students' Non-Academic Performance Goals**

1. Students will demonstrate exemplary attendance rates.
2. Students will develop an awareness and sense of belonging to an educational institution through the implementation of a dress code.
3. Students will demonstrate awareness of other peoples' emotions and perspectives.
4. Students will demonstrate an awareness of cultural issues and a respect for human dignity and difference
5. Students will use positive communication and social skills to interact effectively with others.
6. Students will demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

**C. School's Organizational Performance Goals**

1. The school will maintain healthy finances and practice effective use of resources.
2. The school will establish strong relationships with community members and families.
3. The school will develop high expectations for the professional development of all staff members.
4. The school will implement practices for hiring and maintain highly qualified teaching staff.
5. The administrative team will be committed to creating a school culture reflective of high student and teacher morale and high teaching and learning expectations.

8. Describe how the Board of Directors will ensure that current and future board members avoid conflicts of interest.

**Addressing Conflict of Interest:**

- An interested person may make a presentation at the governing board or committee meeting, after the presentation; he/she shall leave the meeting during the discussion of and the vote on, the transaction or arrangement involving the possible conflict of interest.
- The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organizations best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

**D. PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO or CSO)**

If the Charter School plans to contract for services with an “educational management organization” or “charter support organization” please specify the name of the company, address, phone number, contact person fax, and email:

Not Applicable

1. Please include a copy of the proposed management agreement of the specified EMO and explain how the contract will be in the best educational and financial interest of the charter school.
2. What other EMO/CSO was pursued and why did the applicant select this particular one?
3. Describe how the governance structure will be affected; if at all, by the EMO/CSO and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CSO.
4. Explain how the contract includes measureable objectives whereby the charter school board can evaluate annually the performance of the EMO/CSO, an if necessary, terminate the contract without significant obstacles.

**E. ADMISSIONS POLICY (G.S. 115c-238.29b (B) (4); G.S. 115c-238.29f (D) (1))**

*Provide a description of the policies and the procedures for admitting students to the proposed charter school, including specific details of the enrollment lottery plan.*

Z.E.C.A. School of Arts and Technology will be open to all students entitled to attend school in the State of North Carolina who submit a timely and complete application. Its admission process will

## Z.E.C.A. School of Arts and Technology

be consistent with the federal NCLB Title V, part B Charter Schools Program Non-Regulatory Guidance (USDOE 2004) provided by the US Department of Education. Z.E.C.A. will not discriminate on the basis of race, color, gender, national origin, cred, sex, ethnicity, sexual orientation, mental or physical disability, age, religion, or ancestry. Z.E.C.A. will promote and publicize the school throughout Onslow County; the racial/ethnic diversity of Z.E.C.A. is expected to be similar to that of other are public schools in the area.

### General Admission Requirements:

Z.E.C.A. School of Arts and Technology will give priority and pre-lottery status in admission to the following students:

- Students who are the sibling of an already admitted and continuing student enrolled in the charter school
- Students who are the children of a current employee or founding board member of the charter school, as stated in the Federal NCLB Guidance (USDOE, 2004). This is assumed that total number of students allowed under this exemption will be limited to no more than ten (10%) of the schools total enrollment or to 20 students, whichever is less.
- Current and continuing students' from the previous grade will be admitted directly; then available spots for the upcoming school year will be determined and publicized.

Students in these categories will be admitted automatically. If the applicants in the above priority groups exceed available vacancies, a lottery will be held.

### Admission Lottery

Z.E.C.A. School of Arts and Technology will establish an enrollment period for applications to be submitted. The enrollment period will be communicated to the public through a series of public announcements posted in the newspaper, on fliers and on the school's website.

During each period of enrollment, Z.E.C.A. School of Arts and Technology will enroll all eligible students who submit an application by enrollment period deadline, unless the number of applications exceeds the number of available openings. When the number of applications exceeds the available openings Z.E.C.A. will conduct a lottery. The lottery system is a random selection of applications that identifies students for enrollment. The lottery system will be used to determine students for enrollment and to generate a waiting list. The use of the lottery is to ensure that all applicants are provided equal opportunity.

### Lottery Procedure

1. Administration will determine the number of available openings for each grade level prior to the enrollment period. This will be done by requesting currently enrolled students to complete reenrollment forms.
2. The available openings and the enrollment period will be provided to the public through a series of public announcements.
3. All applications must be received by the close of business on the deadline date or post marked by 5:00 pm on the deadline date.
4. After the enrollment period ends, administration will review each application to :
  - Verify it was received by the enrollment deadline
  - Total the number of applications per grade level
  - Identify applicants that have siblings already attending the charter school
  - Identify multiple birth siblings (twins, triplets etc.) applications
  - Identify application with priority as stated in the general admission requirements.
5. Once the applications are reviewed, the applicants will be entered into a database for further tracking during the application process. A number will be assigned to each applicant. This number along with the corresponding applicant name will be placed on a card and used during the lottery drawing.
6. All applicants will receive notification that they have been placed in the lottery for enrollment. If the applicant wishes to withdraw his or her application, they must do so in writing prior to the lottery.
7. The lottery will be conducted in a public forum. All applicants will be invited and encouraged to attend the lottery proceedings. Public notice will be provided prior to the lottery proceedings.
8. The lottery drawing will be conducted by a Certified Public Accountant or a notarized republic.
9. A lottery drawing will be conducted for each grade level that has available openings
10. Prior to the lottery drawing, the Certified Public Accountant will verify
  - A card is present for each applicant by grade level
  - Each applicant's name and number are correct on the card
  - The card for each applicant by grade is placed in the lottery tumbler
11. The Certified Public Accountant will draw applicant cards from the lottery tumbler for each grade level.
12. The Certified Public Accountant will record and verify the lottery results.
13. When the openings for a grade level are filled, all remaining cards in the lottery tumbler will be drawn. These names will be placed on a waiting list according to the order in which they were drawn. As opening become available, applicants will be contacted in order as they appear on the waiting list.
14. A list of applicants selected for enrollment will be available following the lottery proceedings for review by the applicants and the general public.
15. The waiting list will be available following the lottery proceeding for review by the applicants and the general public.

16. Letters are sent offering positions to students selected during the lottery. Parents must respond accepting or declining these offers. Families who are present at the lottery will be directed to pick-up their enrollment/registration packet containing their offer letter. Families who are unable to attend the lottery will receive their enrollment packet in the mail.
17. Each family will be reminded that enrollment confirmation forms are due back to the school during the registration period and by the registration deadline in order to secure their place at Z.E.C.A. School of Arts and Technology.
18. Any family failing to submit the required documentation for enrollment/registration by the registration deadline will forfeit their place at Z.E.C.A. School of Arts and Technology.
19. Applicants placed on the waiting list will be contacted in order by listing if openings become available.
20. All applications received after the enrollment period deadline will be added to the end of the waiting list in order of how they are received.

#### Appeal Process

Any parent or guardian wishing to contest or appeal the lottery process can do so by contacting the Board of Directors in writing.

Following receipt of the parent's written appeal, a representative of the Board of Directors will contact the parent to discuss the nature of the concern or objection. Final decisions regarding appeals or complaints about lottery procedures will be made by vote of the Board of Directors in an open meeting.

#### Withdrawal Policy

Parents who are planning to withdraw their child from school should report in writing their intent by completing a withdrawal form. The parent must return all textbooks, computer equipment, pay all outstanding debts, before the withdrawal process is complete.

#### Audit Process

In order to maintain the integrity of the lottery Z.E.C.A. will continually audit the process. This will ensure that enrollment into the charter school is unrestricted, impartial, and equitable to all applicants.

## V. EDUCATION PLAN

Note: Answer all sections completely, include your answers in this section of the application, do not include as an appendices. Do not use “same as LEA” or “Whatever the law says”. The State Board of Education shall give priority consideration to the applicants who demonstrate potential for significant, meaningful innovation in education. Give explanations. Lack of proper documentation will jeopardize the application review.

### **Instructional Program: (G.S. 115C-238.29F)**

#### 1. Educational theory, foundation of the model and proposed innovative offerings

##### Educational theory

Z.E.C.A. Inc. School of Arts and Technology will be built on the constructivist theory. Constructivism theorist such as Lev Vygotsky, Jean Piaget and Jerome Bruner viewed learning as an active, constructive process in which the learner becomes the constructor of the information. Constructivism states that learning is an active contextualized process of constructing knowledge rather than acquiring it. Students use their personal experiences and a hypothesis of their environment to construct knowledge.

The constructivist theory is aligned to ZECA’s belief that all children can learn because constructivist believe that the learner is not a blank slate but brings past experiences and cultural factors to every situation. If that is true then all children can contribute to the learning process and build on prior knowledge.

Jonassen (1994) summarize the constructivist perspective by proposing eight characteristics of the constructivist learning environment:

- Constructivist learning environments provide multiple representations of reality
- Multiple representations avoid oversimplification and represent the complexity of the real world
- Constructivist learning environments emphasize knowledge construction instead of knowledge reproduction
- Constructivist learning environments emphasize authentic tasks in a meaningful context rather than abstract instruction out of context
- Constructivist learning environments provide learning environments such as real-world settings or case-based learning instead of predetermined sequences of instruction
- Constructivist learning environments encourage thoughtful reflection on experience
- Constructivist learning environments “enable context and content dependent knowledge construction

- Constructivist learning environment support collaborative construction of knowledge through social negotiation, not competition among learners for recognition

#### Foundation of the model

The constructivist model is founded on two important notions:

1. Learners construct new understanding using what they already know
2. Learning is active rather than passive. Learners remain active throughout the process, they apply current understanding , note relevant elements in new learning experiences

Lev Vygotskys view on social constructivism state that children develop in social or group settings. Teachers create a setting that engages students in interesting activities that encourage and facilitates learning. Teachers guide students as they approach problems that are challenging and rooted in real life situations.

#### Proposed innovative offerings

Z.E.C.A. School of Arts and Technology will offer the following innovated experiences:

- Project Based Learning
  - Cultural Arts Instruction
  - Technology Instruction
  - Extended Day
  - Social and Emotional Teaching
  - Hands on Instruction
2. Teaching Approach, class structure, curriculum design, courses of study, sample schedule, pillars of the school culture and instructional methodology aligned with school mission.

#### Teaching Approach

Constructivism has several implications for teaching:

- Teaching cannot be viewed as the transmission of knowledge from enlightened to unenlightened. The role of the teacher move from the “Sage on the Stage” to the guide on the side.
- If learning is based on prior knowledge, then teachers must note that knowledge and provide learning environments that exploit inconsistencies between learners current understanding and the new experiences



- If students must apply their current understanding in new situations in order to build new knowledge, then teachers must engage students in learning, and bringing students current understanding to the forefront
- Teachers must ensure that learning experiences incorporate problems that are important to the student and not primarily to the teacher
- Group interaction should be encouraged to help individual students become explicit about their own understanding by comparing it to their peers
- If new knowledge is actively built, then time is needed to build it

### ***Technology***

Technology provides essential tools to accomplish the goals of a social constructivist classroom.

- Telecommunication tools such as e-mail and the internet provide opportunities for dialogue, discussion and debate. Students can talk with other students and teachers in communities outside of their classroom and gain different perspectives on their culture and the culture of others
- Networked writing programs such as blogs and wiki provide a platform for collaborative writings. Students can write for a real audience who respond instantly

Technology will be implemented into daily instruction. Students will also have the opportunity to take a multimedia class as an enrichment course.

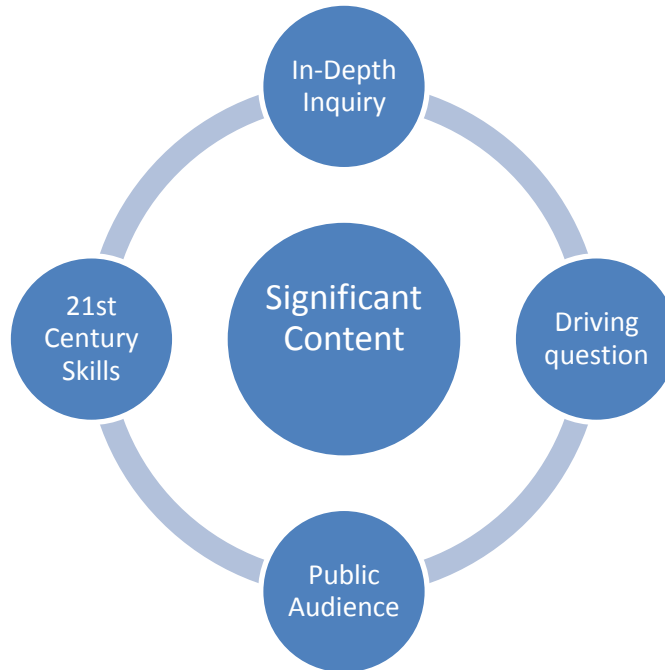
### ***Games/stimulation***

Traditional instructional approach treats students like empty vessels to be filled with knowledge. Constructivisms' believe knowledge is constructed by experiences and one way of providing interesting experiences is through games and simulations. Games challenge students and allow collaboration and group action. Students are allowed to make independent choices and see immediate results of their choices. Teachers at Z.E.C.A. School of Arts and Technology will use Technology games, classroom games (such as jeopardy) and multi intelligences techniques such as music, and dance to enhance the daily instruction approach.

### ***Project Based Learning***

Buck Institute for Education defines Project Based Learning as a systematic teaching method that engages students in learning important knowledge and 21<sup>st</sup> century skills through an extended, student-influenced inquiry process structured around complex, authentic questions and carefully designed products and learning tasks. Z.E.C.A. School

of Arts and Technology will include the following elements when designing and implementing Project Based Learning:



*Significant Content:* The projects will focus on teaching students important knowledge and skills derived from standards and key concepts aligned to the Common Core Standards.

*21<sup>st</sup> Century Skills:* Students will build skills that are necessary to be globally competitive, such as critical thinking, problem solving, collaboration, and communication skills which will be taught and assessed.

*In-Depth Inquiry:* Students are engaged in rigorous, extended process of asking questions, using resources and developing answers.

*Driving question:* The projects are focused by open-ended questions that students explore or that captures the task they are completing.

*Public Audience:* Students will present their work to other people, beyond their classmates and teacher.

### **Cultural Arts Instruction**

Z.E.C.A. School of Arts and Technology will utilize the arts to encourage a better understanding of the cultural diversity of the world. The integration of the arts in science, humanities and math will enable students to think independently and gain skills in decision making, problem solving and collaboration. General education teachers will integrate the

arts in their daily instruction. Students will use music, dance, drama and other multi-intelligence to bring the learning alive.

In addition to the arts being implemented in the general education, students will have the opportunity to participate in the following enrichment courses; Music, dance, drama.

### **Class Structure**

K-4 classrooms will be self-contained and will follow a block schedule. There will be a 90min block provided for the following:

- Math
- Reading
- Science
- Social Studies
- Cultural Arts
- Academic Enrichment (tutoring, mentoring etc.) This session will be 30 minutes.

5-8 classrooms will also follow a block schedule and will rotate to teachers who specialize in the subject area. These students will be enrolled in two enhancement courses such as band, choir, multimedia, dance or drama.

### **Sample daily schedule**

8:00am Doors open, Breakfast, and homework assistance

8:30am Homeroom

8:45am Bell Ring

8:50am Morning Announcements (lead by multimedia students)

5:00pm Dismissal

### **Courses of Study**

Z.E.C.A., Inc. School of Arts and Technology will use the following courses of study to operate its daily programs:

- Common Core Standards for Mathematics
- Common Core Standards for English and Language arts
- Common Core Standards for Literacy in History/Social Studies, Science and other Technical Courses
- Standard Course of Study for Art Education
- North Carolina Information and Technology Essential Standards

- North Carolina Standard Course of Study for Healthy living, Physical Education and Guidance

### **Pillars of School Culture**

Student success is the ultimate goal of Z.E.C.A. School of Arts and Technology. In order to achieve high expectations for student success we will strive to create an environment of teacher leaders. Three facets will be used to build an environment of teachers as leaders: (1) Effective administration; (2) Teacher leadership and collaboration and (3) Work Ethic and Morale.

#### ***Effective administration***

- The director will create a vision of learning that is shared and supported by the school community.
- The director will nurture and maintain a school culture and instructional program that is conducive to student learning and professional development.
- The director will include staff in key decision making regarding curriculum and instruction and other school matters.

#### ***Teacher leadership and collaboration***

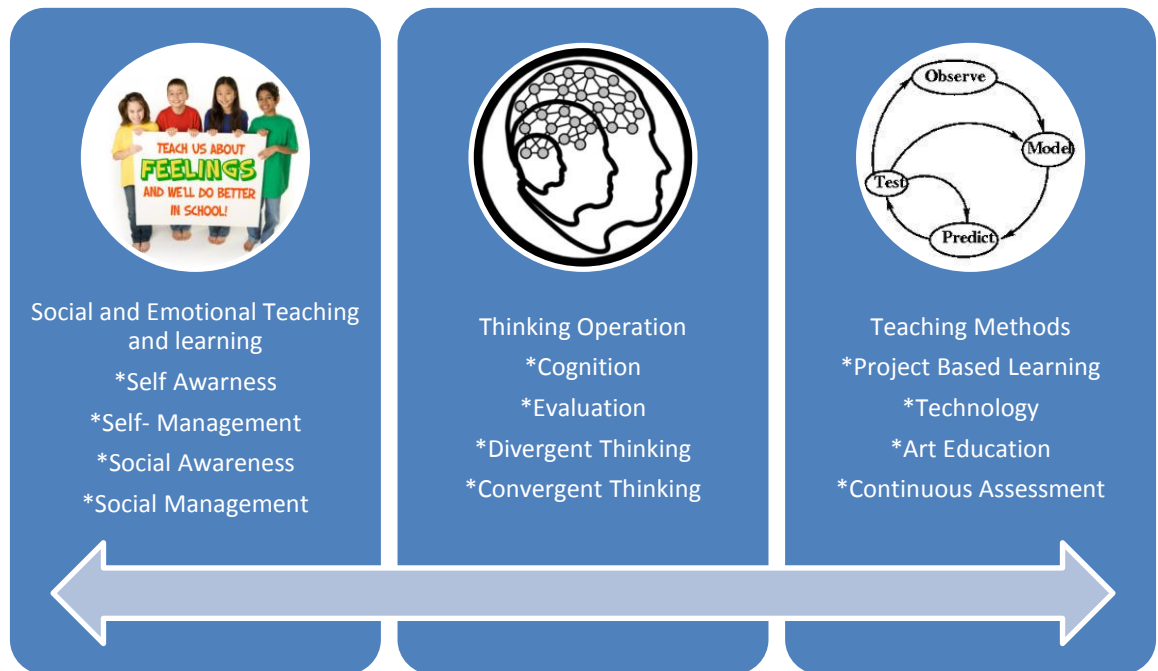
- Teachers will assume leadership roles by providing professional development, presenting ideas to staff and participating in the interviewing and hiring process.
- Teachers will participate in peer evaluations, team teaching and the mentoring of other teachers.
- Teachers and specialist will share responsibility for all students
- Teachers will focus on planning lessons, assessing students, and group problem solving with a team approach. (Vertical and Horizontal Planning will be utilized).

#### ***Work ethic and morale***

- Teachers will work to the goal of the school and not to the clock for the pay check.
- Teachers will foster a culture of responsibility and ownership.
- Staff does not blame students, parents or other barriers that may impact student success.

## Curriculum Design

Z.E.C.A., Inc. School of Arts and Technology will strive to provide a curriculum design that will nurture the whole child and prepare them for the 21<sup>st</sup> Century. Schools in the 21<sup>st</sup> Century must prepare students' to be able to think critically, solve problems, collaborate, communicate, think creatively and flexibly, appreciate diversity and make ethical decisions. Z.E.C.A., Inc. School of Arts and Technology will implement a more complex teaching and learning process that will include the traditional skills of reading, writing and math integrated with social and emotional learning, arts and technology.



### ***Social and Emotional Teaching***

1. Self -Awareness: Knowing what we are feeling in the moment: having a realistic assessment of our own abilities and a well-grounded sense of self-confidence.
2. Self-Management: Handling our emotions so they facilitate rather than interfere with the task at hand; being conscientious and delaying gratification to pursue goals; persevering in the face of setbacks and frustrations.
3. Social Awareness: Understanding what others are feeling; being about to take their perspective; appreciating and interacting positively with diverse groups.
4. Social Management: Handling emotions in relationships effectively; establishing and maintaining healthy and rewarding relationships based on cooperation, resistance to inappropriate social pressure, negotiating solutions to conflict, and seeking help when needed.

### ***Thinking Operation***

1. Cognition: involves inquiry this thinking operation includes gathering information through questioning, observation, listening, experiencing and researching. Cognition also includes discovery awareness, comprehension, understanding and knowing.
2. Evaluation: includes comparing, decision making, planning, judgment and assessment based on satisfying criteria.
3. Divergent Thinking: is creative thinking that involves a broad and varied production. Divergent thinking includes the production of option, fluency, flexibility, originality and risk taking.
4. Convergent Thinking: The focused production of information where there is one correct answer. This includes logical thinking, organizing and sequencing information.

### ***Teaching Methods***

- 1 Project Based Learning: is an instructional approach built upon authentic learning activities that engage student interest and motivation. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom.
2. Technology Instruction: Technology provides essential tools to accomplish the goals of a social constructivist classroom.
  - Telecommunication tools such as e-mail and the internet provide opportunities for dialogue, discussion and debate. Students can talk with other students and teachers in communities outside of their classroom and gain different perspectives on their culture and the culture of others
  - Networked writing programs such as blogs and wiki provide a platform for collaborative writings. Students can write for a real audience who respond instantly

Technology will be implemented into daily instruction. Students will also have the opportunity to take a multimedia class as an enrichment course.

3. Cultural Arts Instruction: The integration of the arts in science, humanities and math will enable students to think independently and gain skills in decision making, problem solving and collaboration. General education teachers will integrate the arts in their daily instruction. Students will use music, dance, drama and other multi-intelligence to bring the learning alive.  
In addition to the arts being implemented in the general education, students will have the opportunity to participate in the following enrichment courses; Music, dance, drama.

### **Students' Academic Performance Goals**

1. Students will be able to think independently and develop skills in decision making, and problem solving through the integration of the arts in science, humanities and math.
2. Students will meet all requirements pertaining to reading/writing, math, science as required in the No Child Left Behind Act.
3. Students use hands- on experiences to obtain higher order thinking skills and apply those concepts to real world situations.
4. Students will be global learners and prepared for 21<sup>st</sup> century through the use of daily technology instruction.
5. Students will demonstrate the ability to set and achieve goals.

#### **Students' Non-Academic Performance Goals**

1. Students will demonstrate exemplary attendance rates.
2. Students will develop an awareness and sense of belonging to an educational institution through the implementation of a dress code.
3. Students will demonstrate awareness of other peoples' emotions and perspectives.
4. Students will demonstrate an awareness of cultural issues and a respect for human dignity and difference
5. Students will use positive communication and social skills to interact effectively with others.
6. Students will demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

#### **Methods of demonstrating attainment of goals listed above**

Z.E.C.A. School of Arts and Technology will have a variety of assessment and evaluation methods to monitor the attainment of student academic and non-academic goals. Throughout the year the following data will be collected, analyzed, summarized and reported with recommendations:

- Student daily attendance rate
- School discipline reports for in-school and out of school suspension
- Student EOG test data
- Classroom benchmark test results
- School climate surveys
- Parent surveys
- Student surveys

#### **Description of evaluation tools and test used in addition to any state and federally mandated test**

Z.E.C.A. School of Arts and Technology will participate in the ABCs Accountability Model and conduct all required statewide testing. In addition to required state and federal test Z.E.C.A., will also utilize the following:

1. Benchmark testing using Scantron (these test will be used to determine student understanding of taught concepts throughout the year. This data will also be used to predict student expected growth).
2. Portfolio assessments will be used to document student understanding and mastery of concepts taught.
3. Performance assessments will be used to determine student mastery of concepts demonstrated in the project based learning products. A detailed analytic rubric will be used as a formative assessment tool.

All data collected on student progress will be used to determine the student's immediate instructional needs. Teachers will use the Plan, do, Check, Act method to drive classroom instruction.

### **Professional Development**

In order to prepare the staff of Z.E.C.A. School of Arts and Technology to implement the instructional program outlined in this proposed charter, staff will be expected to participate in ongoing and continuous professional development.

#### ***Technology Professional Development topics***

- Concept Mapping
- Basic computer application usage( word processing, excel spreadsheets, graphic creation, editing)
- Connection to student learning
- Hands on technology use
- Smart Board usage

#### ***Problem based learning topics***

- Lesson planning
- Performance assessment
- Rubric development
- Curriculum mapping
- Project management
- Developing Guiding Questions

#### ***Social and Emotional Teaching topics***

- Bullying
- Social and Emotional Teaching Strategies



### ***Curriculum topics***

- Blooms Taxonomy
- Multiple Intelligences
- Brian Based Teaching and thinking
- Common Core Standards
- Unpacking standards
- Formative and Summative assessments
- K-2 Assessments

### **Providing assistance to students not performing at expected level**

Students are not scoring 80 percent on the quarterly benchmark assessments will be given remediation during school-wide tutoring times that are built into the daily class schedule. Academic remediation and enrichment will also be provided during Saturday academy to provide additional support to students.

### **Plans for involving parents and community members**

To ensure family involvement, parents will be required to donate 40 hours per school year to the academy by volunteering, tutoring, attending PTA meetings and parent trainings. Parents will be required to sign a contract of obligation. This document pledges parent support of the academy's discipline and attendance policies and commitment to the academic pursuit of their children. Parents will have an active voice and involvement in the school improvement process. Staff will identify and implement practical ways to involve families in the learning process.

Community partnerships will be accomplished through collaboration with community colleges and other community agencies. They will provide technology certifications to local high school students who will in turn serve as peer mentors to the middle school students. Community members will be recruited and train to serve as mentors to at-risk children. Community members will have an active voice and will be involved in the school improvement process while business partnerships will be created to expand the curriculum.

### **Extra-curricular activities offered**

- Band for Grades 3-8
- Show choir for Grades 3-8
- Ballet (competitive performances)
- Tap
- Drama club

The overall goal of Z.E.C.A. School of Arts and Technology is to use the arts and technology to motivate and inspire at risk students to become more engaged and responsible for their own

learning. The extracurricular activities offered above will allow students to enhance what is learned during the school day by having opportunities to compete and showcase their ability.

### ***School Calendar***

Z.E.C.A. School of Arts and Technology, is proposing to begin operation in August 2013. The school calendar will include 185 instructional days for students and staff. Five professional development days for staff and 11 annual leave days to cover state and federal holidays etc. The calendar will be closely aligned to the local LEA

### **Special Education (G.S. 115C-106)**

Z.E.C.A. School of Arts and Technology charter school must admit children with special needs under the federal legislation *Individuals with Disabilities Education Act (IDEA)* and state legislation.

Z.E.C.A. School of Arts and Technology Charter School will make a commitment to identify students with special needs, regardless of disability status, in compliance with providing free appropriate public education. All students with exceptionalities will be provided with appropriate programs in accordance with the district, federal, state policies and procedures. All students with exceptionalities, regardless of the nature of severity of their disability, who meet the requirements for special education and related services, will be served in the least restrictive environment possible. All students identified with exceptionalities will have an Individualized Education Plan (IEP) and IEP team. A full continuum of delivery models will be available for students with exceptionalities including physical, occupational, and speech/language therapy. Those who qualify for exceptional student services will be placed in various programs according to their needs. Students whose special education needs are so unique or severe that the need cannot be adequately addressed at the school; the child will be appropriately referred to another educational setting.

Z.E.C.A. School of Arts and Technology Charter School will obtain informed parental consent for conducting initial evaluation and reevaluation to determine eligibility for students with exceptional needs. Students with exceptionalities will be placed within 90 calendar days of receipt of a referral, unless the parent refuses to give consent for evaluation or placement. Z.E.C.A. School of Arts and Technology Charter School will obtain consent before providing the services proposed on a student's IEP. Z.E.C.A. School of Arts and Technology Charter School without undue delay, immediately following the development of the IEP will provide parents with a copy of the proposed IEP together with the required notice of procedural safeguards and parents' handbook of rights.

Z.E.C.A. School of Arts and Technology Charter School will ensure that all students have access to general curriculum. We will provide specialized materials and equipment as specified in the IEP.

Exceptional education student services and administrative areas will be regularly evaluated. Z.E.C.A. School of Arts and Technology Charter School will develop methods for determining the effectiveness of programs in assisting students to make achievement.

**Student Conduct and Discipline (G.S.115C-238.29B (b) (12)**

Student Behavior Policies

A. Purpose

All decisions related to student behavior are guided by the board's educational objectives to teach responsibility and respect for cultural and ideological differences and by the board's commitment to create safe, orderly and inviting schools. Student behavior policies are provided in order to establish expected standards of student behavior; principles to be followed in managing student behavior; consequence for anti-social behavior or drug/alcohol policy violations; and required procedures for addressing misbehavior.

Acceptable behavior is essential to the development of responsible and self-disciplined citizens and to provision of an effective school program. The board and staff of the school system shall help students to achieve maximum development of individual knowledge, skills and competence and to learn behavior patterns which will enable them to be responsible contributing members of society.

All professional staff members have responsibility for consistency in establishing and maintaining an appropriate behavioral atmosphere. Students are expected and required to act with due regard for the supervisory authority vested by the board in its employees, to respect the rights of other students, and to protect school property.

B. Principals/CEO

There must exist a climate of discipline conducive to serious study and respect for oneself, other people, and property in order that a school can satisfactorily meet the needs of students. The principal/CEO shall have the authority and be charged with the responsibility to take whatever reasonable and legal action necessary to establish and maintain appropriate student behavior in accordance with board policy.

The teacher shall have the responsibility and authority for discipline over students, except in those cases requiring the attention of the principal.

The reasons for managing student behavior are: to create an orderly environment where students can learn; to teach expected standards of behavior; to help students learn to accept the consequences of their behavior; and to provide students with the opportunity to develop self-control. The following principles apply in managing student behavior:

1. Student behavior management strategies should complement other efforts to create a safe, orderly and inviting environment to include social and emotional teaching.
2. Responsibility, integrity, civility and other standards of behavior should be integrated into the curriculum.
3. Disruptive behavior in the classroom will not be tolerated.
4. Consequences for unacceptable behavior should help a student learn to comply with rules, to be obedient at a minimum, and when able, to learn to accept responsibility and develop self-control.
5. Age and developmentally appropriate strategies and consequences are to be utilized.
6. When feasible, consequences for unacceptable behavior should take into account differences in how individual students respond to discipline strategies.

For the purpose of board policies related to student behavior, all references to “parent” include a parent, a legal guardian, a legal custodian or another caregiver adult authorized to enroll a student.

C. Applicability

Students must comply with the Student Code of Conduct including compliance with board and school behavior policies in all of the following circumstances:

1. While in any school building or on any school remises before, during or after school hours;
2. While on any bus or other vehicle as part of any school activity;
3. While waiting at any school bus stop;
4. During any school function, extracurricular activity or other activity or event;
5. When subject to the authority of school personnel; and
6. Any time or place when student’s behavior has a direct and immediate effect on maintaining order and discipline in the schools.

D. Communication of Policies

The Student Code of Conduct Handbook includes information from board policies that notify students of the behavior expected of them, conduct that may subject them to discipline and the range of disciplinary measures that may be used by school officials. Additionally, the school shall create student behavior plans that will elaborate further on expectations for student behavior and the use of varied intervention strategies and consequences. At the beginning of each school year, the principal is responsible for providing each student and his or her parent or guardian with a copy of the Student Code of Conduct Handbook and any other school rules and procedures. Students enrolling during the school year and their parents shall receive a copy of the information upon enrollment.

E. Consequences for Violations

Violations of the Student Code of Conduct must be dealt with in accordance with the guidelines established in the school’s behavior management plan.

1. *Minor Violations*

Minor Violations of the Student Code of Conduct are those less severe infractions involving a lower degree of dangerousness and harm. Aggravating circumstances, may justify treating an otherwise minor violation as a serious violation. Minor violations of the Student Code of Conduct may result in disciplinary measures or responses up to and including short-term suspension. Other disciplinary measures or responses may include, but are not limited to the following:

- Parent involvement;
- Isolation or time-out for short periods of time;
- Behavior improvement agreements;
- Individual or small group sessions with the school counselor;
- In-school suspension
- Detention before and/or after school or on Saturday
- Community service
- Corporal punishment
- Exclusion from extracurricular activities
- Suspension from bus privileges
- Out of school suspension or expulsion

The parent or guardian is responsible for transportation as may be required to carry out the consequence.

## 2. *Serious Violations*

Serious violations of the Student Code of Conduct may result in any of the consequences that may be imposed for minor violations. In addition, serious violations that threaten the safety of students, school employees or school visitors may result in long-term suspension or expulsion. Certain violations involving firearms or explosive devices may result in a 365- day suspension.

Removal from the classroom for a long period of time, including in school or out of school suspension should be avoided unless necessary to ensure a safe, orderly environment that is conducive to learning. The principal is authorized to remove students in accordance with board policies for anti-social or criminal conduct or for other behavior that interferes with a safe, orderly environment.

## F. Short Term Suspension

A short term suspension is the disciplinary exclusion of a student's right to attend school, be on school property and to take part in any school function for any period of time up to and including ten school days, inclusive of any summary suspension. A short term suspension does not include the removal of a student from class by the classroom teacher, CEO or other authorized school

personnel for the remainder of the subject period or for less than one-half of the school day and/or changing the student's location to another room or place on the school premises.

The CEO or his/her designee has the authority to determine when a short term suspension is an appropriate consequence and to impose the suspension, so long as all relevant board policies are followed.

In accordance with G.S. 115C-390.6(e) and 115C-45 (c) (1), a student is not entitled to appeal the CEO's decision to impose a short-term suspension to either the board unless it is appealable on some other basis.

### ***Pre-Suspension Rights of the Student***

Except in the circumstances described below, prior to imposing a short-term suspension, the following rights will be afforded to the student:

1. A student will be provided with an opportunity for an informal hearing with the CEO; and
2. The student will be informed of the charges or allegations of misconduct against him or her by oral or written notice; and
3. The student will be given the opportunity to make statements in defense or mitigation of the charges.

The CEO may impose a short term suspension without first providing the student with an opportunity for a hearing if the presence of the student (1) creates a direct an immediate threat to the safety of other students or staff or (2) substantially disrupts or interferes with the education of other students or the maintenance of discipline at the school. In such cases, the principal shall give the student notice of the charges and opportunity for an informal hearing as soon as practicable.

### ***Student Rights During the Suspension***

A student under a short term suspension must be provided with the following:

1. The opportunity to take textbooks home from the duration of the suspension;
2. Upon request, the right to receive all missed assignments and, to the extent practicable, the materials distributed to students in connection with such assignments; and
3. The opportunity to take any quarterly, semester or grading period examinations missed during the suspension period.

### ***Notice to Parent or Guardian***

The CEO or designee shall give notice to the student's parent or guardian when a student receives a short-term suspension. The notice will include a description of the student's rights which will include the reason for the suspension and a description of the student's conduct upon which the

suspension is based. This notice is to be given by the end of the workday during which the suspension is imposed when reasonably possible, but no later than two days after the suspension is imposed. The initial notice may be by telephone and followed by a timely written notice sent by fax, email or any other reasonably designed method to give actual notice.

Multiple short-term suspensions for students with disabilities will be addressed in accordance with the *Procedures Governing Program and Services for Children with Disabilities* and other applicable state and federal law.

## **G. LONG-TERM SUSPENSION, 365 DAYS SUSPENSION, EXPULSION**

### **DEFINITIONS**

#### **1. Long-Term Suspension**

A long-term suspension is the disciplinary exclusion of a student from attending his or her assigned school for more than 10 days. The CEO may impose a long-term suspension on a student who willfully engages in a serious violation of the Code of Student Conduct, and the violation either (1) threatens the safety of students, staff or school visitors, or (2) threatens to substantially disrupt the educational environment. The CEO may also recommend long-term suspension for a minor violation if aggravating circumstances justify treating the student's behavior as a serious violation. If the offense leading to the long-term suspension occurred before the final quarter of the school year, the exclusion must be no longer than the remainder of the school year in which the offense was committed. If the offense leading to the long-term suspension occurred during the final quarter of the school year, the exclusion may include a period up to the remainder of the school year in which the offense was committed and the first semester of the following school year....

#### **2. 365-Day Suspension**

A 365 day suspension is the disciplinary exclusion of a student from attending his or her assigned school for 365 calendar days. The CEO may impose a 365 day suspension for firearms and destructive device violation, identified in board policy, Weapons, Bomb Threats and Clear Threats to Safety.

#### **3. Expulsion**

An expulsion is the indefinite exclusion of a student from school enrollment for disciplinary purposes. Upon the recommendation of the CEO, the board may expel a student who is 14 years of age or older for certain types of misbehavior as provided in board policies: Drugs and

Alcohol, Theft, Trespass and Damage to Property, policy Assaults, Threatening Acts, and Hazing, and policy Weapons, Bomb, Biological, or Chemical threats and Clear Threats to Safety, if the student's continued presence in school constitutes a clear threat to the safety of other students or employees. During the expulsion, the student is not entitled to be present on educational property and is not considered a student of the school system.

## DETERMINATION OF APPROPRIATE CONSEQUENCE

### 1. CEO's Recommendation

The CEO may impose a short-term suspension of any other consequence that is consistent with board policies, Short-term Suspension and School Plan for Management of Student Behavior, and the Student Code of Conduct. If the CEO determines that a suspension beyond ten days is an appropriate consequence, the principal will propose the length of the suspension based upon a documented review of the student's culpability, dangerousness and the harm caused by the student, plus any other mitigating or aggravating factors the CEO finds relevant. If a 365 day suspension is recommended, the CEO must identify the type of firearm or destructive device involved and the specific evidence that substantiates that the student brought it on to school grounds. If expulsion is recommended, the CEO will identify the basis for determining that there is clear and convincing evidence that the student's continued presence in school constitutes a clear threat to the safety of other students or employees. The CEO also must consider and make a recommendation about any alternative education, counseling, or other program that should be a part of the consequence for violation of the board policy, school standards or rules.

The CEO must provide the student's parent or guardian a written notice of the recommendation for long-term suspension, 365 day suspension or expulsion by the end of the workday during which the long-term suspension, or expulsion is recommended, when reasonably possible or as soon thereafter as practicable. The notice may be provided by mail, telefax, e-mail, or any other written method reasonably designed to achieve actual notice and must contain: (1) a description of the incident leading to the recommendation and the possible consequences that may be imposed based upon the incident; (2) the specific provisions of the Code of Student Conduct that the student allegedly violated; (3) the specific process by which the parent or guardian may request a hearing to contest the decision and the deadline for making the request; (4) the process by which the hearing will be held including all due process rights to be accorded the student during the hearing; (5) notice of the right to retain an attorney to represent the student in the hearing process; (6) notice that an advocate, instead of an attorney, may accompany the student to assist in the presentation of the appeal; and (7) notice of the right to review and obtain copies of the student's education records prior to the hearing.



2. Board

The long-term or 365 day suspension of a student may be appealed to the board and considered by a hearing panel as provided in board policy; Student Discipline Hearing Procedures for Long-Term Suspension or 365 Day Suspensions.

A board panel will conduct a hearing to determine whether there is clear and convincing evidence that the student's behavior indicates that the student's continued presence in school constitutes a clear threat to the safety of other students or employees. The board also will consider and make a written determination of whether alternative educational services are to be provided for any expelled student. The student and parent shall be notified in person or by mail of the date, time, and place of the hearing.

EDUCATIONAL SERVICES FOR EXCEPTIONAL CHILDREN

Students with disabilities recognized by the Individuals with Disabilities Education Act must receive alternative educational services during periods of suspension or expulsion to the extent require by law.

**H. STUDENT DISCIPLINE HEARING PROEDURES FOR LONG-TERM OR 365 DAY SUSPENSIONS**

**Administrative Hearing**

A student, parent or guardian may challenge a long-term or 365 day suspension submitted by the CEO to the board or designee for approval. The student must request an administrative hearing in writing within three days of receiving notice of the CEO's decision to recommend long-term or 365 day suspension. Upon receiving such a request, the CEO or designee will arrange in a timely manner an administrative hearing.

If applicable, the following rules set out below will govern administrative hearings held by the CEO or designee in assessing misbehavior and appropriate consequences.

1. The hearing will be informal and conducted in private.
2. Prior to the hearing, the student and his or parent or guardian will have an opportunity to review any audio or video recordings of the incident and, consistent with federal and state student records laws and regulations, the information that may be presented as evidence against the student, including statements made by witnesses whose names may be withheld if identification of a witness could threaten the witness's safety.
3. The student has the right to be present at the hearing, to be accompanied by his or her parents or guardian and to be represented by an attorney or non-attorney advocate. Witnesses should be present only when providing information.
4. School representatives will present evidence relating to the alleged disciplinary infraction, the student's intent at the time of the incident, any mitigating or aggravating factors involved

and the disciplinary and academic history of the student. Such evidence may include oral testimony by the student or witnesses, written statements and other documents.

5. The CEO or designee has the authority to limit questioning by any person if the questioning is unproductive, unnecessarily lengthy, repetitive or irrelevant.
6. If the CEO or designee determines that a violation occurred, the CEO or designee also shall determine the appropriateness of the recommended consequences for the violation and render a written decision to the student and parent in accordance with requirements of police; Long-Term Suspension, 365-Day Suspension, Expulsion.

### **Board Appeal**

A student, parent or guardian may challenge a long-term or 365 day suspension approved by the CEO. The student must request an appeal to the board in writing after receiving notice of the CEO's decision. The CEO will arrange in a timely manner a hearing before a hearing panel of the board. The suspension need not be postponed pending the outcome of the appeal. The hearing will be conducted pursuant to board policy, Student and Parent Grievance Procedure. The student, parent or guardian will be notified by certified mail of the panel's decision.

### **I. DUE PROCESS GUARANTEE**

Any student facing possible suspension or expulsion is guaranteed procedural due process. The following are the basic elements of this procedural due process.

1. The student must have prior knowledge of the conduct which is required or prohibited of him/her.
2. The student must be informed of the specific matters giving rise to any of the proposed penalties or disciplines.
3. The student must have some opportunity to express or convey to the decision-making authority his/her views or rebuttals regarding the incident.
4. The decision-making authority must base its decision on the incidents or matters about which the student has been appraised as indicated above.

A student shall be given an opportunity to seek clarification of information which may lead to disciplinary action, or contest the appropriateness of the sanction imposed by a disciplinary authority, or to allege prejudice or unfairness on the part of the school system's official responsible for the disciplinary action or acts thought to be unfair.

Any student, parent, or guardian who is aggrieved by simple disciplinary action shall have the right to an informal conference with the CEO or designee for such matter, and after exhausting this remedy, shall have the right to make appeal.

### Suspension and Exclusion from Attendance

Suspension and/or exclusion from the public schools are an extreme action involving each individual's right to a free, public education. Such actions should be taken only for the protection of the pupil or peers or to help the student in dealing with problems. Careful attention should be given to procedures and methods whereby fairness in discipline shall be assured each student. All principals should be sure that due process procedures have been afforded the suspended or

expelled student. All personnel will take care to guard the right of the pupil and to advise the student of these rights.

# Z.E.C.A., Inc. Proposed Student Handbook

## Welcome

The Staff of Z.E.C.A., Inc. are happy that you chose our facilities. We are eager to work with you to provide high quality care and education for your child.

### **You are always welcome**

Parents are always welcome to our facilities. Our “open door” policy means that parents are invited to come to the center at any time. You are encouraged to participate in the program in any way. For example, you might enjoy volunteering your time participating in community learning projects, accompany your child on field-trips, attending parent nights, or attending parent trainings.

### **School-Parent-Teacher Partnership**

You are your child’s first and most important caregiver and teacher. The best way we can work together is as cooperative partners—all working for the good of your child. We will do our best to keep you informed about your child’s experiences, via the daily agenda and newsletter. We will also be interested to hear from you about things your child is doing at home and to work together with you to address any concerns you might have. In addition, we want to create a partnership with your child’s teacher at school. We use a communication log so that the three of us can effectively communicate about the academic progress of your child. Teachers, cultural arts specialists, and the director are always happy to talk to you about your child.

## Pre-Registration/Enrollment Procedures

### **Pre-Registration**

#### General Admission Requirements:

Z.E.C.A. School of Arts and Technology will give priority and pre-lottery status in admission to the following students:

- Students who are the sibling of an already admitted and continuing student enrolled in the charter school
- Students who are the children of a current employee or founding board member of the charter school, as stated in the Federal NCLB Guidance (USDOE, 2004). This is assumed that total number of students allowed under this exemption will be limited to no more than ten (10%) of the schools total enrollment or to 20 students, whichever is less.
- Current and continuing students’ from the previous grade will be admitted directly; then available spots for the upcoming school year will be determined and publicized.

Students in these categories will be admitted automatically. If the applicants in the above priority groups exceed available vacancies, a lottery will be held.

### **Admission Lottery**

Z.E.C.A., Inc. School of Arts and Technology will establish an enrollment period for applications to be submitted. The enrollment period will be communicated to the public through a series of public announcements posted in the newspaper, on fliers and on the school's website.

During each period of enrollment, Z.E.C.A. School of Arts and Technology will enroll all eligible students who submit an application by enrollment period deadline, unless the number of applications exceeds the number of available openings. When the number of applications exceeds the available openings Z.E.C.A. will conduct a lottery. The lottery system is a random selection of applications that identifies students for enrollment. The lottery system will be used to determine students for enrollment and to generate a waiting list. The use of the lottery is to ensure that all applicants are provided equal opportunity.

## **Operational Policies**

### **School Hours**

Z.E.C.A. School of Arts and Technology will operate from 8:00 am to 5:00pm. Students are expected to be in school promptly at 8:00.

### **Attendance**

We encourage all students to attend after-school daily, so that they can benefit from the program. Attendance is reported to the state and can affect the funding for the After-School Program.

### **Dress Code**

Students must be in school uniform at all times. The school dress code will consist of an informal look and a formal look. The school calendar will indicate which day's students must wear formal attire.

1. No spaghetti straps, tank tops, or tube tops.
2. No flip-flops. All sandals must have straps.
3. Pants must be worn around the waist.
4. Shorts must be an acceptable length. In order to determine acceptable, the child should put their arms by their side and the bottom of the shorts should be no shorter than where the tips of the fingers are.
5. Shirts must cover the student's midriff.

6. Clothing must not have inappropriate language or pictures. This includes tobacco products, alcohol, and drugs.
7. No chain wallets may be worn.
8. No hats, caps, hoods, or other head apparel may be worn in the building.

### **Inclement Weather Policy**

On the first day of inclement (bad) weather, Z.E.C.A., Inc. will make decisions about closings or delays.

- ✓ Snow and ice conditions generally can be forecasted adequately in advance for emergency action to be initiated before such conditions affect the school system.
- ✓ The message to close after-school will be forwarded to the television and radio stations by 6:00 a.m. on the day that after school will be closed. If a decision can be realized by 10:30 p.m. on the evening prior to a school closing, the television and radio stations will be notified prior to the 11:00 p.m. news.

The following television and radio stations will carry related news regarding the closings of Onslow County Schools due to inclement weather.

Television Stations  
WNCT-TV Channel 9 Greenville  
WITN-TV Channel 7 Washington  
WCTI TV Channel 12 New Bern

**\*\*We encourage the parents to have a backup plan if the program is closed or if leaving work is a problem.\*\***

Holidays/Teacher Workdays  
October 11 – Teacher workday  
October 20- Half day  
November 11- Holiday (Veteran's Day)  
November 24-26 – Holiday (Thanksgiving Break)  
December 20-31- Holiday (Winter Break)  
January 17, 21, 24 – Teacher Workdays  
February 9 – Half day  
February 21- Teacher workday  
March 9 – Half day  
March 14 – Teacher workday  
April 6- Half day  
April 22-29 – Holiday (Spring Break)  
May 30- Holiday

### **Daily Schedule**

Students are to be in their classrooms at 8:30 a.m. Instruction begins promptly at 8:30 a.m. Dismissal begins at 5:00 p.m. All students are dismissed by 5:00 p.m. Buses depart the school campus by 5:20 p.m. Parents are asked to please observe the school dismissal schedule to pick up children. It is very distracting when parents pick up their children prior to dismissal. Valuable

instruction is occurring until the dismissal bell rings. Please help us and your children by not checking them out early.

### **Classroom Activities Schedules**

Daily activity schedules vary for the different age groups of children who are served in this program. Activities will be based on the Common Core Standards and will be based on your child's instructional needs.

### **Children's Personal Belongings**

- Children wear their own personal clothing which must be labeled for identification
- Toys, books, and electronic equipment should generally not be brought from home. Z.E.C.A., Inc. cannot accept responsibility for damage or loss of any item brought from the child's home.

### **Child Safety**

The staff is concerned about the safety of each child. We have established procedures to keep children safe while in our care. These procedures are as followed:

- ✓ Parents (or other assigned adults) must come inside to sign their child out of our care. Children should never leave the building without an adult. Parents will record departure time on a sign-out log, located in each classroom.
- ✓ While at school, they are always under the supervision of an adult.
- ✓ Parents sign a form at enrollment, listing people who are allowed to pick up their children. **A child will not be released to anyone who is not on the list, unless written permission have been given by the parent, or if the parent has notified the director or coordinator by phone.** Unfamiliar adults who come to pick up a child will be asked for picture identification, and their name checked to be sure it's on the approved pick-up list.
- ✓ Parents who have legal custody of their child and have a court order that prohibits one parent from seeing the child must give the Director a copy of the court order for our school files.
- ✓ To assure the safety of our children whenever they are transported by the school (e.g. field trips), the following procedures will be followed.
  1. Parents will give permission for Z.E.C.A. to transport their child.
  2. Parents will be notified about all planned field trips away from the School.
  3. All bus drivers will have a valid license issued by the North Carolina Department of Transportation.
  4. No child will be left in a vehicle unattended by an adult.
  5. Emergency identification information about each child will be carried in the vehicle.
  6. Staff will ensure that a first aid kit is in the vehicle.

## **Discipline and Behavior Guidance**

It is the belief of the administration that school should be a place where students behave in an appropriate manner, so as not to interfere with the teacher's job of teaching or the student's job of learning.

We strive to provide an atmosphere of communication and cooperation among students, teachers, and parents. This atmosphere should be one free of fear, indignities, danger, or disruptions. Students not only develop their academic talents during these years, but also develop respect for each other, a sense of fair play, and respect for adults. Simply stated, students are expected to obey reasonable rules. Teachers make every effort to reward good behavior, just as they must stop misbehavior.

With the understanding that all staff members are a part of a professional team, and with the knowledge that discipline within a family is handled in different ways from those used when caring for children in a group, the following policies are adhered to in our school:

- ✓ Acceptable methods of discipline (such as modeling, redirecting, praise, selective attention, setting clear limits, and age appropriate time out) will be used.
- ✓ The director will be available to teachers and assistants for consultation about specific children. Staff members who have a serious or long-term problem concerning the behavior of child should first consult with the director before discussing the situation with persons outside the immediate staff involved. Problems with children should never be discussed outside the childcare program without specific parental and program approval.
- ✓ Additional professional resource people will be available to assist the director and other staff in specific problems of behavior management upon request.
- ✓ The above policies on discipline are reviewed with parents at the time of enrollment and parents sign a statement testifying that they have been informed of these policies.

## **Prescription Medications**

If prescription medications, such as oral antibiotics, or asthma inhalers, is given during after school, the procedure will be done only under the following conditions:

- ✓ The medication is accompanied by the Permission to Administer Medication form, which states the child's name, date, name of medicine, dosage, and number of days to be given.
- ✓ The medicine container must be properly labeled, with the child's name and the name of the medicine.
- ✓ Medication will be administered by designated Camp personnel only.
- ✓ Medication will be kept in a locked container as required by licensing.

## **Removing Sick Children from School**



Most children with middle illness are permitted to remain in camp. When an illness, however, is more severe and teachers cannot provide the sick child with the care he or she needs, then parents will be asked to take the child home.

- ✓ Temperature of 100 degrees or higher
- ✓ Strep throat, until 24 hours after treatment has started
- ✓ Vomiting
- ✓ A red eye with white or yellow eye discharge until 24 hours after treatment.
- ✓ Scabies or lice
- ✓ Chicken pox or a rash suggestive of chicken pox
- ✓ Tuberculosis, until a health professional states that the child is not infectious
- ✓ Impetigo, until a health professional states that the child is no longer contagious
- ✓ Pertussis, Hepatitis A virus infection, until 1 week after onset of illness or jaundice (need documentation from doctor)
- ✓ Sudden onset of diarrhea characterized by an increased number of bowel movements compared to the child's normal patterns and with increased stool water
- ✓ When a physician or other health professional issues a written order that the child be separated from other children.

### **Informing parents of illness or injury**

Parents will be informed by telephone within one hour if a child develops an illness with fever or any sign that illness may require medical evaluation or temporary exclusion from School including: severe cough, difficulty breathing, crying, talking, swallowing; unusual fussiness or prolonged crying; reduces activity level or unusual drowsiness; headache; stiff neck; a rash; vomiting; diarrhea or a significant injury while attending camp.

### **Returning to School after an Illness**

When communicable/infectious diseases are involved, written documentation of treatment from the child's physician must be given to the child's teacher before the child returns to school. **Children should not return to School until 24 hours after diarrhea or vomiting has ended, unless otherwise indicated by communicable disease law.** The policies provided by the American Public Health Association and the American Academy of Pediatrics are used as the standard for allowing a child to return to school.

### **Injuries and accidents**

Parents will be notified of all injuries which occur while the child is in our care. Minor injuries will be treated at School. More serious injuries or medical emergencies may need evaluation and treatment by the child's own doctor.

### **Suspected Child Abuse and Neglected**

Any staff member who suspects the abuse or neglect of a child enrolled in our program is responsible for immediately reporting their suspicions to the Director. If any other adult on the premises (e.g. parents, visitors, etc.) have suspicions, they should similarly, report their concerns to the Director. If the Director concurs with the reported suspicion of abuse or neglect, they will document the incident in writing and contact the Department of Social Services within 24 hours or the next working day.

### **Parent Requirement**

Z.E.C.A welcomes ideas and input from all parents. Parents are encouraged to contact the Director or the teachers with any ideas or ways they would like to be involved in the program. Listed below are requirements that parents must complete to maintain their child's slot and can be involved:

To ensure family involvement, parents will be required to donate 40 hours per school year to the academy by volunteering, tutoring, attending PTA meetings and parent trainings. Parents will be required to sign a contract of obligation. This document pledges parent support of the academy's discipline and attendance policies and commitment to the academic pursuit of their children.

### **Grievance Policy**

Parents are encouraged to bring concerns or comments that they have about the program to the group leaders first. If the concerns are not resolved with the teacher, then the program coordinator should be notified. These concerns will be dealt with immediately either verbally or in writing. If the parent feels that the program is unresolved, Stacey Howard, Executive Director of Z.E.C.A will meet with the family.

## **VI. Business Plan**

### ***Projected Staff and Qualifications***

1. CEO- Masters in School of Administration and a valid K-12 NC Principal license.
2. Chief Financial Officer- BA in accounting, finance or business administration. Qualification for certification in school business administration
3. Human Resource- BA in Public Administration
4. Director of Curriculum- Master or above in curriculum and instruction
5. EC Director- Masters in an Exceptional Children; Licensure as EC program director
6. Associate Principal- Master in School Administration or curriculum and Instruction
7. Technology Director- Master degree in Computer
8. Director of Child Nutrition/Manager- BA in food and nutrition, business administration or experience in commercial or institutional food service.
9. Behavior Specialist- BA in School Psychology or Masters in School Counseling
10. Teachers- BA degree in field or subject area and possess an NC teaching license
11. IT Tech- AA in computer or related degree
12. Food Service Personnel- High school diploma experience in commercial or institutional food service
13. Clerical personnel- Experience with computers and office experience
14. Custodial Personnel- Successful work experience
15. Teacher Assistant-AS degree in child development or related field or a combination of training and experience which provide the required knowledge and skill
16. Transportation Mechanic- Education in Mechanic or related field and Appropriate NC driver license.
17. Bus Drivers- High School diploma and Appropriate NC driver license.

### ***Mentor, retaining and evaluate staff***

Z.E.C.A. School of Arts and Technology will use the North Carolina Professional Teaching Standards and NC Teacher Evaluation Process to evaluate all teachers. All beginning teachers and probationary teachers will be provided a mentor teacher to assist with their professional growth as they work towards career status. Principal and assistant principals will be evaluated annually using the North Carolina School Executive Evaluation Rubric. All staff will have access to professional development opportunities to support their professional growth. Support will be given to teachers who are not proficient according to the evaluation tool.

### ***Advertisement***

All positions for the charter school will be advertised in local newspapers, through social media, school website, on non-profit work sites, on radio stations and through educational magazines and newspapers.

### ***Employment Process for Instructional Staff***

Z.E.C.A. School of Arts and Technology will strive to create a family environment that will require teachers to use state of the art methods that are often not found in traditional educational settings. Teachers will spend a lot of time building relationships with his/her students, and families and must be able to interact with diverse students from different social economic, and emotional backgrounds.

## Z.E.C.A. School of Arts and Technology

Teachers must be creative, passionate, energetic and capable of motivating students to want to achieve. Z.E.C.A. School of Arts and Technology will use the following process for hiring instructional staff:

All applicants must submit the following:

1. A cover letter telling us why the applicant want to work at Z.E.C.A. School of Arts and Technology.
2. A current Resume.
3. Any additional photos, lessons or artifacts that tell us more about the applicant teaching style.
4. A teaching video tape or DVD that display your creativity and the connection the applicant have with their students.
5. Complete employee application.

## Sample Employee Handbook

### Mission

The purpose of Z.E.C.A., Inc. is to provide a safe and nurturing environment for children ages Zero to Eighteen by fostering a stimulating and educational atmosphere which will promote each child's unique social, emotional, physical and cognitive development.

### Vision

Z.E.C.A. is a place where:

- Relationship between adult and child developed to bridge the gap between home, school and society
- Children are first
- Emotional and Social concepts are nurtured to enhance children's' ability to function within society.

### Notice of Employment

This Summary of Policies, including other matters addressed in it, is presented only as a matter of general information. This is not a contract of employment. Your employment with Z.E.C.A., Inc. is an employment-at-will relationship. Any individual may voluntarily leave employment or may be terminated by Z.E.C.A., Inc at any time for any reason or without reason. Any oral or written statement of promises to the contrary is hereby expressly disavowed and should not be relied upon by any prospective or existing employee. Statements in this handbook, specifically including but not limited to those concerning discipline or reasons for discharge, are only general guidelines used by Z.E.C.A., Inc may take disciplinary action other than that outlined in a particular case and may discipline or discharge an employee for reasons not listed in this handbook.

In addition, certain employee benefit plans are defined in legal documents such as insurance certificates or plan documents. Such legal documents are controlling. Should there be any conflict between this handbook and the certificate, plan, or other legal document, the legal document governs and not the descriptions contained in this handbook or in any other description or notice provided by Z.E.C.A., Inc. This handbook and/or any policy or provision contained herein may be revised, modified, altered or revoked by Z.E.C.A., Inc at any time with or without notice.

## GENERAL RULES

### Confidentiality

Records of all children are confidential and only staff and referral agencies may have access. A file may not leave the Directors office without approval. An employee may be dismissed for discussing children outside of the school, staff, or referral agencies.

### Open Door Policy

An open door philosophy is an essential part of maintaining strong communication and a positive work environment. We are interested in knowing our employees' ideas, questions, suggestions, problems or concerns.

In most instances, your immediate supervisor is the person best qualified to solve a problem or answer a

question. Therefore, we urge you to initially contact your supervisor and discuss anything that is on your mind. Give your supervisor the first opportunity to resolve any questions or conflicts you may have before taking it to the next level of supervision.

However, there may be times when you wish to discuss a concern or problem with someone other than your immediate supervisor. You are encouraged to bring these matters to another member of the management. Where feasible, you should still advise your immediate supervisor that you wish to meet with another member of management.

## **EMPLOYMENT**

### **Nondiscrimination**

Z.E.C.A. recognizes our employees as one of our greatest assets. We are committed to provide equal employment opportunity to all qualified persons, consistent with applicable federal, state and local equal employment opportunity laws prohibiting discrimination based on race, gender, age, handicap and/or disability, religion, ancestry, sexual orientation, marital status, color, or national origin.

These opportunities include, but are not limited to, recruitment, hiring, training, promotion, compensation, benefits and all other terms and conditions of employment.

### **Harassment**

It is Z.E.C.A. policy to maintain a working and learning environment free from all forms of harassment or intimidation including, but not limited to, race, gender or religion. This policy pertains to employees, supervisors, students, parents, suppliers and other non-employees, unwelcome sexual advances, request for sexual favors and other verbal or physical conduct or a sexual nature are serious violations of our policy and will not be condoned or permitted. Not only is sexual harassment a violation of our policy, but it may violate Title VII of the Civil Rights Act and other federal and state laws.

If you are subjected to sexual harassment or intimidation, you should contact your supervisor, any other supervisor, or any member of management with whom you feel comfortable, for immediate help. All complaints of sexual harassment will be promptly and confidentially investigated and appropriate action will be taken against anyone found to have violated this policy. No employee who reports unlawful harassment or who assists in any investigation by Z.E.C.A., Inc will be subjected to retaliation of any sort, and such retaliation will not be tolerated and is itself a violation of Z.E.C.A., Inc policy. Submission to such unwanted conduct will never constitute a condition of employment. Any employee violating this policy will be subject to disciplinary action up to and including termination; sexual harassment of Z.E.C.A., Inc employees by parents may result in the child being dismissed from the center; harassment by suppliers or other outside parties may result in termination of business relationships with Z.E.C.A., Inc and will also be addressed in accordance with applicable state and federal laws.

### **Employee Classifications**

Every employee is classified appropriately for the purpose of determining uniform standards for benefits, conditions of employment, and compliance with applicable wages and hour laws.

Non-exempt (hourly) positions are paid on the basis of 'pay for work performed. Non-exempt employees are entitled to overtime pay under specific provisions of federal and state laws.

Exempt positions are paid on a salary basis due to the nature of their position. Such employees are

excluded from specific provisions of federal and state wage and hour laws and are not eligible for overtime pay.

Full-time employees are those who are regularly scheduled to work 35 hours or more a week and are considered to be eligible for full employee benefits.

Part-time employees are those who are regularly scheduled to work between 10 and 34 hours per week on a regular basis and will be eligible only for reduced vacation benefits and holidays.

There may be times, or even periods of time when Z.E.C.A. permits a part-time employee to work more than part-time hours during a workweek. This does not change an employee's part-time status or their eligibility for certain benefits. An employee keeps their part-time status until Z.E.C.A., Inc specifically notifies the employee in writing that it has changed.

Unclassified employees are those regularly scheduled to work less than 10 hours per week or workers hired as interim replacements to temporarily supplement the work force, to assist in the completion of a specific project, or in a seasonal position. Employment assignments in this category may be of a limited duration. Unclassified employees are paid under the company's normal payroll system and must adhere to the company rules and policies. Unclassified employees are not eligible for benefits.

### **Personnel Records**

Personnel record contains information pertinent to you employment. Generally, your file contains such things as you application, resume, tax forms, and performance appraisals/development plans. The file is confidential and is the property of the organization. If you would like to see your file, contact center director/department head.

### **Termination of Employment**

Certain circumstances, depending on the seriousness of the offense, may result in a final written warning, suspension or a termination without any prior notice or corrective counseling.

Certain types of conduct are offensive to our employees and children and cannot be permitted. The following examples illustrate some (but not all) types of conduct that may result in immediate dismissal without warning:

- Direct refusal to comply with legitimate requests from a supervisor.
- Flagrant discourtesy to a child, parent, or employee. This includes, but is not limited to, fighting, or inciting a fight, using obscene or abusive language, or threatening an employee, parent, or child.
- Immoral, indecent or illegal conduct reflecting negatively on the company or violating the rights of the employees or children.
- Reckless conduct resulting in injury or harm.
- Falsification of any company records, such as employee records, timekeeping records, activity reports, etc.
- Misuse or unauthorized removal of company, employee, or children's records, or confidential information of any nature.
- Unauthorized use, blatant misuse, destruction, removal or embezzlement of property or money belonging to Z.E.C.A. its employees or the children.
- Possession, sale, distribution or use of alcohol or illegal drugs while on work time or company property.
- Possession or storing of firearms, weapons, ammunition, or explosives on company property.

- Violation of the company harassment policy.
- Excess written disciplinary actions

## OPERATION OF OUR FACILITIES

### Working Hours

Teaching Staff—Employee's hours will be set upon hiring. Schedules will change according to enrollment and all teachers are required to sign in and out each day. Employees are required to attend all staff meetings and are expected to attend parent meetings when scheduled, along with any activities to improve parent-teacher relationships. When staff meetings are scheduled after shift hours, non-exempt employees will be compensated for this time in accordance with applicable wage/hour laws. All employees are required to have time sheets signed and approved by their supervisor or Center Director.

Administrative/Management Staff— Z.E.C.A. currently maintains a regular scheduled workweek of 35 hours or more for full-time employees. Employee's hours will be set upon hiring. Individuals may adjust their scheduled daily hours only by prior agreement with their supervisor.

### Meal and Rest Breaks

If you are a non-exempt employee and you work 4 hours but less than 7 hours, you are entitled to a paid 15 minute rest break. When you work at least 7 hours, you will receive a paid 30 minute break. Break time is to include meals and/or rest. Break time is calculated from the time you stop performing assigned tasks until the time you resume them.

### Children and Closing

It is the closing employee's responsibility to confirm that all children have been picked up before leaving the building. Two employees must always be present when a child is in the center. In the event that a child is not picked up at the closing of the center, the remaining employees will follow these guidelines:

- If attempts to reach parent at work and home are unsuccessful, call emergency contact number.
- If attempts to contact emergency contacts are unsuccessful, contact the director immediately.

**YOU ARE A PROFESSIONAL: AT NO TIME MAY YOU TRANSPORT A CHILD OR LEAVE A CHILD UNATTENDED.**

### Dress Code

All employees are encouraged to wear comfortable clothing. **A professional appearance must be maintained at all times.** An employee reporting to work in inappropriate clothing may be asked to go home and change before returning to work.

### Attendance and Punctuality

Z.E.C.A. employees are expected to be on the job, on time, on a regular basis. Our work schedules are based upon the understanding that all employees will be at work and at their workstations on time. We recognize that on occasion, it may be necessary for an employee to be tardy or absent from work due to illness or personal problems; however, absence or tardiness can hamper or prevent others from performing their jobs properly. **Repeated or chronic tardiness will subject an employee to discipline (up to and including discharge) at the discretion of Z.E.C.A.**

If an employee should be late for any reason, he/she must call the center to notify staff as early as possible. If you are unable to come to work on a scheduled or regular work day, you must give notice to your supervisor or director as soon as you are aware that you will be absent. If your absence is due to illness,



injury, or other personal reasons, you must call in as soon as possible. A **24 hour notice must be provided when requesting time off**, leave request must be submitted and approved prior to taking time off. Failure to submit leave request and received signed approval will result in an immediate write up. If an employee must call in sick for the day the call must be received **prior to 9:00 am**, if employee fail to make contact prior to 9am he/she must report to the office until a sub is found and to complete appropriate paperwork, failure to report will result in an immediate write up. If you know that you will be absent for more than one day, you must advise your supervisor or director of that fact and the expected duration of your absence. Otherwise, you must call each day of your absence.

Subject to the provisions of the Family/Medical Leave Act, the Americans with Disabilities Act, or other applicable laws, any employee who is absent more than 15 days in a calendar year, whether for reasons of illness, injury, personal reasons or otherwise, will be subject to discharge. In the case of serious illness or injury, unpaid leave may be granted at the discretion of the Director, however, no such leave will exceed 30 days and any employee who is absent for more than 30 days for any reason shall be subject to discharge.

## COMPENSATION

### General Compensation Policy

Our goal is to attract, retain, and reward competent employees. To accomplish this we will provide you with a series of potential rewards, including competitive pay and competitive benefits. Z.E.C.A., Inc. compensation program is competitive within the early childhood education profession and the local markets within which we conduct business. Increases to compensation will be based on the individual employee's performance and the overall performance of the company.

### Payday

**Employees are paid on a monthly basis, on the 10<sup>th</sup> of the month.** This payment will cover hours from the previous month. If the 10<sup>th</sup> or last day of the month falls on a holiday or weekend day, pay will be issued on the last workday before the holiday or weekend.

For your protection, your paycheck will be released only to you unless you provide advance written authorization. The person picking up your check will be required to present photo identification proving his/her identity.

Your paycheck is confidential; you should never show it to, or discuss it with, another employee. To do so will be considered a violation of confidentiality. Questions or concerns should be discussed with your supervisor. You should inform your supervisor of any possible errors in your paycheck. Z.E.C.A. reserves the right to adjust subsequent checks if an effort is discovered.

### Payroll Deductions

Federal and state laws require that certain deductions be withheld from the pay of all employees. Among these are Social Security and Medicare taxes, federal income tax, and state and local taxes, where applicable. Should you wages be legally garnished or other court ordered deductions be required, the payroll function will reduce your [au as required.

When eligible, you may authorize the following deductions:

- Benefits (i.e. medical, dental, life insurance, etc.)
- Charity (i.e. United Way, etc.)
- Savings (maximum \$150 direct deposit)

## STANDARDS OF CONDUCT

### Arrest, Indictment, or Conviction

If you are arrested, indicted or convicted, you must notify your supervisor as soon as possible and we will consider all available facts before taking action.

- A. Allowed to continue employment until conviction. If you are convicted, your employment status will be reviewed by management at that time.
- B. Suspended because your presence at work could cause substantial disruption to the workplace.
- C. Terminated from employment

The termination decision will be made on an individual basis and may be based on the following:

- A. You are unable to return to work due to incarceration
- B. Your presence at work could cause substantial disruption
- C. The crime for which you are accused is of such a grave nature that it adversely affects our legitimate business interests.
- D. The nature of the crime is such that allowing you to continue to work results in a “good faith” probability of future harm to your co-workers, our customers, visitors, or business interests.

If you are exonerated, consideration may be given to reinstatement.

If you have information of a co-worker’s arrest, indictment or conviction, you should immediately inform an appropriate supervisor.

It is Z.E.C.A. policy that all employees obey local, state, and federal laws.

### Confidentiality

All business information, practices and records, including any that pertain to customers and employees, are considered confidential. The release of confidential information to unauthorized persons could result in disciplinary action and possible termination from employment. If someone asks you for information and you are unsure whether to give it or not, ask your supervisor first.

### Smoking

In keeping with our intent to provide you and our children with a safe and healthful work environment, smoking by employees, visitors, or any parties, is prohibited within our facilities.

### Substance Abuse Control

We are committed to Providing a healthful and safe workplace for everyone. Consistent with that commitment, we have established a policy which promotes a drug and alcohol-free work environment. We understand that some problems related to drugs and alcohol are more than one person can handle. Therefore, we encourage you to talk with your supervisor should you need help.

We expect you to report to work in the mental and physical condition necessary to perform your job in a satisfactory manner. The legal use of prescribed drugs is permitted on the job only if it does not impair your ability to perform the essential functions of the job effectively and safely.

The use, possession, sale, or transfer of illegal drugs or alcohol are prohibited on company premises, while using company vehicles, or while you are taking part in any company business.

Under the Drug-Free Workplace Act, you must notify the company within five days of any criminal conviction for drug-related activity occurring in the workplace.

If any supervisor has reason to suspect that you may be:

1. Under the influence of alcohol or drugs while at work or your job performance is being adversely affected by the possible abuse of drugs or alcohol, or
2. Keeping drugs or alcohol on your person, in your deck, lock, or other personal belongings or company area

We may ask you to:

1. Open the area for inspection
2. Consent to be tested
3. Leave the premises

If you are found to be in possession of illegal drugs or alcohol, refuse to consent to testing or leave the premises if requested, or test positive, you may be disciplined up to and including termination of employment. Pre-employment and post-employment drug testing may also be conducted.

### **CHILD ABUSE REPORTS AND INVESTIGATIONS**

Z.E.C.A., supports all employees who make a report of child abuse or neglect in good faith. Any employee who knows or has cause to suspect child abuse or neglect is legally required to report the case of the child to the director of social services. The employee also will report the case to the program director.

Any doubt about reporting a suspected situation will be resolved in favor of reporting and the report will be made immediately. Failure on the part of any employee to report may result in disciplinary action being brought against the employee by Z.E.C.A. or civil action under the law.

The program coordinator will act as a liaison with social services. All employees will cooperate fully with the department of social services in their investigation of child abuse and provide confidential information, so long as the disclosure does not violate state or federal law. The program coordinator will permit the child to be interviewed by a social worker on campus during the afterschool hours in the absence of the parent or guardian and without prior notice to the parent or guardian of the reported victim. A member of law enforcement may accompany the social worker. The interview will be conducted in an appropriate private setting determined by the program coordinator to minimize embarrassment or disruption for the child. The social worker may exclude the director and any staff from the interview. A student may not be interviewed on the afterschool property by a social worker without the knowledge of the director. The social worker must present adequate identification.

In accordance with North Carolina law, the report may be made orally, by phone or in writing. The report shall include information as is known to the person making it including the name and address of the juvenile; the name and address of the juvenile's parents, guardian, or caretaker; the age of the juvenile; the name and ages of other juveniles in the home; the present whereabouts of the juvenile if not at the home address; the nature and extent of any injury or condition resulting from abuse, neglect, or dependency; and any other information which the person making the report believes might be helpful in establishing the need for protective services or court intervention. The person making the report must provide the person's name, address and number.

Staff members who are accused of child abuse may be suspended or given leave **without** pay, pending investigation of the accusation. Such staff may also be removed from the classroom and given a job that does not require interaction with children. However, no accusation or affirmation of guilt will be made until the Child Protective Services investigation is complete. Caregivers found guilty of child abuse will be immediately dismissed.

## **CONFLICT RESOLUTION PROCEDURE**

### **Employee Questions, Concerns or Complaints**

Z.E.C.A. acknowledges that circumstances may arise about which an employee may desire to seek formal assistance in resolving questions or concerns about employment. Z.E.C.A. wishes to provide all employees with considerate supervision and fair treatment. To that end, the following conflict resolution procedure has been adopted to resolve such questions or concerns.

1. Every employee question or complaint should first be discussed with the Program Coordinator within three (3) days of the occurrence of the cause of the complaint. (If the Coordinator is the cause of the complaint, the employee may begin at Step 2.) It is hoped that a satisfactory resolution of the complaint can promptly be reached between the employee and the director. In any event, what the Program Coordinator shall be given in writing to the employee with a copy sent to the Executive Director.
2. If the employee is not satisfied with the resolution of the complaint proposed by the Program Coordinator, the employee may appeal his or her complaint in writing to the Executive Director. A written decision within ten (10) working days after the filing of the appeal.
3. The decision of the Executive Director shall be final and binding on all parties and not subject to any further appeal. They shall keep the President of the board informed of personnel concerns involved such formal complaints.
4. In the case of a complaint either against or by a management employee, the Executive Director shall hear and review evidence presented by the complaint. In the case of a complaint either against or by the Executive Director, the President of the Board shall hear and review evidence presented by the complaint; if deemed necessary by the President of the Board. He /shall appoint a committee of the board to hear the complaint. If this committee fails to satisfy the parties involved, an appeal may be made in writing to the President for a hearing before the entire Board. Decision by the Board will be final.

The Executive Director shall maintain an' "open door policy," in which any employee may, in private, present a complaint or other agency concern.

### EMPLOYEE'S ACKNOWLEDGEMENT

I HAVE RECEIVED AND READ THE Z.E.C.A., Inc Human Resources Policies and Practices. I expected to be guided by the policies contained therein. I further understand and agree that my employment with Z.E.C.A., Inc. is at will and may be terminated by me or Z.E.C.A., Inc. at any time for any reason or without reason. I understand that nothing in the Human Resources Policies and Practices or in any oral statement or representation by any employee or representative of Z.E.C.A., Inc. shall be deemed to create a contract of employment or any other modification of the at-will employment relationship. I also understand that any or all of the provisions contained in the Human Resources Policies and Practices may be modified, amended, or eliminated by Z.E.C.A., Inc. at any time with or without notice.

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Employee SSN

\_\_\_\_\_  
Director/Supervisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Employment Location

## **ENROLLMENT and BUSINESS PLAN**

### **Marking Plan**

In order to inform the community about the mission and purpose of Z.E.C.A. School of Arts and Technology, the following strategies will be implemented:

- An informational brochure will be created and distributed throughout our area. The brochure will be printed in English and Spanish.
- Fliers and announcements will be placed in area churches, businesses and organizations announcing planned informational meetings.
- A web page will be created for the school.
- Information about the school will be added to Z.E.C.A. current webpage and face book profile.
- Local newspapers, radio stations and the cable company will serve as our publicity plan vehicles.
- A press release will be sent to local newspapers in surrounding towns/counties.

### **BUDGET NARRATIVE**

#### Z.E.C.A. School of Arts and Technology Charter Application Budget Narrative

The following narrative assumes projected enrollment of 300 (K-5) for year 1, 350 (K-6) for year 2, 400 (K-7) for year 3, 450 (K-8) for year 4 and 5.

#### PERSONNEL (below is listed the number of positions projected for each of the 5 years):

- ADMINISTRATORS
  - Superintendent – 1 FT at \$4,243/mo. for 12 months
  - Finance Officer – 1 FT at \$3,309/mo. for 10 months
  - Human Resources Director – 1 FT at \$3,309/mo. for 10 months
  - Director of Curriculum Math/Science and Director of EC – 1 FT at \$3,781/mo. for 10 months
  - Director of Curriculum Reading/Language Arts and Associate Principal – 1 FT at \$3,781/mo. for 10 months
  - Information Technology Director – 1 FT at \$3,309/mo. for 10 months
- CLERICAL – 2 FT at \$1,852.85/mo. for 10 months
- LEAD TEACHERS
  - Instructional Teachers – 13 FT (yr1), 15 FT (yr2), 17 FT (yr3), 19 FT (yr4), 19 FT (yr5) at \$30,430/yr. for 10 months
  - Cultural Arts Teachers - 4 FT (yr1), 7 FT (yr2), 7 FT (yr3), 7 FT (yr4), 7 FT (yr5) at \$30,430/yr. for 10 months
- TEACHER ASSISTANTS - 7 FT (yr1), 8 FT (yr2), 9 FT (yr3), 10 FT (yr4), 10 FT (yr5) at \$1,912.56/mo. for 10 months
- CUSTODIANS – 2 PT at \$11.47/hr. for 20 hrs. per week for 10 months
- MAINTENANCE - 2 PT at \$11.47/hr. for 20 hrs. per week for 10 months

Z.E.C.A. School of Arts and Technology

- FOOD SERVICE
  - Nutrition Manager – 1 FT at \$2,200.94/mo. for 10 months
  - Nutrition Assistants – 2 PT (yr1 & yr2), 3PT (yr3, yr4, & yr5) at \$11.47/hr. for 20 hrs. per week for 10 months
- BUS DRIVERS – 4 PT (yr1), 5 PT (yr2), 6 PT (yr3), 7 PT (yr4 & yr5) at \$11.47/hr. for 20 hrs. per week for 10 months
- BEHAVIORAL SPECIALIST – 1 FT at \$2,718.73/mo. for 10 months

EMPLOYEE BENEFITS – calculated at a rate of 13.12% of total personnel

STAFF DEVELOPMENT - \$7,000 per year for the following training: Student Assessments, Classroom Management, Character Education, Behavior Management, Inclusion/Collaborative, teaching, Reading Comprehension Strategies, Technology, Art, Reading and Writing

MATERIAL AND SUPPLIES - \$30,000 (yr1), \$20,000 (yr2, yr3, & yr4), \$10,000 (yr5) needed for hands on instruction of the students

OFFICE SUPPLIES - \$10,000 each year for general supplies needed for staff

INSTRUCTIONAL EQUIPMENT - \$104,867 (yr1), \$83,785 (yr2), \$20,000 (yr3, & yr4), \$10,000 (yr5) needed for technology instruction of the students and teachers. For example, networking, server and internet accessibility (wired and wireless), Smart Suite in all classrooms, minimum of 2 computers in all classrooms, basic computer software available for student and teachers, campus security, video conferencing materials in multipurpose area for distant learning and virtual field trips, security to buses

OFFICE EQUIPMENT - \$25,000 (yr1), \$26,200 (yr2), \$10,000 (yr3, yr4, & yr5) needed for office staff

FURNITURE - \$100,000 (yr1), \$20,000 (yr2, yr3, & yr4), \$10,000 (yr5) needed to furnish offices for staff, classrooms, computer room, and meeting room

TESTING MATERIALS - \$10,000 each year

INSURANCE - \$20,000 each year to safeguard school assets, ensure safety of staff and students on school premises, and bond staff

UTILITIES - \$30,000 each year (\$2,500/mo.) to pay for utilities necessary to run the school

RENT - \$100,000 each year (\$8,333/mo.) to pay for space/location of the school

MAINTENANCE & REPAIRS - \$20,000 (yr1), \$25,000 (yr2), \$30,000 (yr3), \$35,000 (yr4 & yr5) to pay for maintenance and repairs of school facility/grounds and school buses

TRANSPORTATION - \$44,000 (yr1), \$55,000 (yr2), \$66,000 (yr3), \$77,000 (yr4 & yr5) to pay for school buses

MARKETING - \$20,000 (yr1), \$10,000 (yr2 & yr3), \$5,000 (yr4 & yr5) to pay for newspaper advertisements, flyers, and other printed materials to post job openings and to promote enrollment and school events

FOOD/CAFETERIA SUPPLIES - \$60,000 (yr1), \$70,000 (yr2), \$80,000 (yr3), \$90,000 (yr4 & yr5) to pay food needed for daily meals

PROFESSIONAL DEVELOPMENT - \$36,000 (yr1), \$30,000 (yr2 & yr3), \$20,000 (yr4 & yr5) to pay for the following training: Technology Instruction, Summer Technology Academy, Solving Conflict Creatively Program, Project Based Learning, Scantron, and EVAAS

**Budget: Revenue Projections 2013-2014 through 2017-2018**

| <b>INCOME: REVENUE PROJECTIONS</b>  | <b>2013-2014</b>       | <b>2014-2015</b>       | <b>2015-2016</b>       | <b>2016-2017</b>       | <b>2017-2018</b>       |
|---|------------------------|------------------------|------------------------|------------------------|------------------------|
| --State ADM Funds   | \$ 1,304,181.00        | \$ 1,521,544.50        | \$ 1,738,908.00        | \$ 1,956,271.50        | \$ 1,956,271.50        |
| --Local Per Pupil Funds   | \$ 440,934.00          | \$ 514,423.00          | \$ 587,912.00          | \$ 661,401.00          | \$ 661,401.00          |
| --Federal Funds   | \$ 109,470.60          | \$ 127,715.70          | \$ 145,960.80          | \$ 164,205.90          | \$ 164,205.90          |
| --Grants*   | \$                     | \$                     | \$                     | \$                     | \$                     |
| --Foundations*  | \$                     | \$                     | \$                     | \$                     | \$                     |
| --Private Funds*  | \$                     | \$                     | \$                     | \$                     | \$                     |
| --Other Funds*  | \$                     | \$                     | \$                     | \$                     | \$                     |
| <b>TOTAL INCOME</b>   | <b>\$ 1,854,585.60</b> | <b>\$ 2,163,683.20</b> | <b>\$ 2,472,780.80</b> | <b>\$ 2,781,878.40</b> | <b>\$ 2,781,878.40</b> |
| *If you are depending on these sources of funding to balance your operating budget, please provide documentation, such as signed statements from donors, foundations, etc., on the availability of these funds. |                        |                        |                        |                        |                        |

Calculations for figuring state and local dollar per ADM based on the planning allotment for FY 2011-2011 for Onslow County. Revenue projections were based on enrollment projections of 300 students in 2013-2014, 350 students in 2014-2015, 400 students in 2015-2016, 450 students in 2016-2017, and 450 students in 2017-2018. A projection of 10% of total enrollment per year was assumed for the calculation of Federal Funds for exceptional children.



**Budget: Expenditure Projections 2013-2014 through 2017-2018**

| <b>BUDGET EXPENDITURE PROJECTIONS</b>       | <b>2013-2014</b> |                       | <b>2014-2015</b> |                       | <b>2015-2016</b> |                       | <b>2016-2017</b> |                       | <b>2017-2018</b> |                       |
|---|------------------|-----------------------|------------------|-----------------------|------------------|-----------------------|------------------|-----------------------|------------------|-----------------------|
| <b>PERSONNEL</b>                            |                  |                       |                  |                       |                  |                       |                  |                       |                  |                       |
| <i>Total # of staff and Projected Costs</i> | <b>#</b>         | <b>\$</b>             | <b>#</b>         | <b>\$</b>             | <b>#</b>         | <b>\$</b>             | <b>#</b>         | <b>\$</b>             | <b>#</b>         | <b>\$</b>             |
| --Administrator(s)                          | 6                | \$ 225,806.00         | 6                | \$ 225,806.00         | 6                | \$ 225,806.00         | 6                | \$ 225,806.00         | 6                | \$ 225,806.00         |
| --Clerical                                  | 2                | \$ 36,694.20          | 2                | \$ 36,694.20          | 2                | \$ 36,694.20          | 2                | \$ 36,694.20          | 2                | \$ 36,694.20          |
| --Teachers                                  | 17               | \$ 517,310.00         | 22               | \$ 669,460.00         | 24               | \$ 730,320.00         | 26               | \$ 791,180.00         | 26               | \$ 791,180.00         |
| --Teacher Assistants                        | 7                | \$ 133,879.20         | 8                | \$ 153,004.80         | 9                | \$ 172,130.40         | 10               | \$ 191,256.00         | 10               | \$ 191,256.00         |
| --Custodians                                | 2                | \$ 18,347.10          | 2                | \$ 18,347.10          | 2                | \$ 18,347.10          | 2                | \$ 18,347.10          | 2                | \$ 18,347.10          |
| --Maintenance                               | 2                | \$ 18,347.10          | 2                | \$ 18,347.10          | 2                | \$ 18,347.10          | 2                | \$ 18,347.10          | 2                | \$ 18,347.10          |
| --Food Service                              | 3                | \$ 20,548.04          | 3                | \$ 20,548.04          | 4                | \$ 29,721.59          | 4                | \$ 29,721.59          | 4                | \$ 29,721.59          |
| --Bus Drivers                               | 4                | \$ 3,669.42           | 5                | \$ 4,586.78           | 6                | \$ 5,504.13           | 7                | \$ 6,421.49           | 7                | \$ 6,421.49           |
| --Behavioral Specialist                     | 1                | \$ 27,187.30          | 1                | \$ 27,187.30          | 1                | \$ 27,187.30          | 1                | \$ 27,187.30          | 1                | \$ 27,187.30          |
| <b>TOTAL PERSONNEL</b>                      | <b>44</b>        | <b>\$1,001,788.36</b> | <b>51</b>        | <b>\$1,173,981.32</b> | <b>56</b>        | <b>\$1,264,057.82</b> | <b>60</b>        | <b>\$1,344,960.78</b> | <b>60</b>        | <b>\$1,344,960.78</b> |
| EMPLOYEE BENEFITS                           |                  | \$ 131,434.63         |                  | \$ 154,026.35         |                  | \$ 165,844.39         |                  | \$ 176,458.85         |                  | \$ 176,458.85         |
| STAFF DEVELOPMENT                           |                  | \$ 7,000.00           |                  | \$ 7,000.00           |                  | \$ 7,000.00           |                  | \$ 7,000.00           |                  | \$ 7,000.00           |
| MATERIALS AND SUPPLIES                      |                  | \$ 30,000.00          |                  | \$ 20,000.00          |                  | \$ 20,000.00          |                  | \$ 20,000.00          |                  | \$ 10,000.00          |
| OFFICE SUPPLIES                             |                  | \$ 10,000.00          |                  | \$ 10,000.00          |                  | \$ 10,000.00          |                  | \$ 10,000.00          |                  | \$ 10,000.00          |
| INSTRUCTIONAL EQUIPMENT                     |                  | \$ 104,867.00         |                  | \$ 83,785.00          |                  | \$ 20,000.00          |                  | \$ 20,000.00          |                  | \$ 10,000.00          |
| OFFICE EQUIPMENT                            |                  | \$ 25,000.00          |                  | \$ 26,200.00          |                  | \$ 10,000.00          |                  | \$ 10,000.00          |                  | \$ 10,000.00          |
| FURNITURE                                   |                  | \$ 100,000.00         |                  | \$ 20,000.00          |                  | \$ 20,000.00          |                  | \$ 20,000.00          |                  | \$ 10,000.00          |
| TESTING MATERIALS                           |                  | \$ 10,000.00          |                  | \$ 10,000.00          |                  | \$ 10,000.00          |                  | \$ 10,000.00          |                  | \$ 10,000.00          |
| INSURANCE                                   |                  | \$ 20,000.00          |                  | \$ 20,000.00          |                  | \$ 20,000.00          |                  | \$ 20,000.00          |                  | \$ 20,000.00          |
| UTILITIES                                   |                  | \$ 30,000.00          |                  | \$ 30,000.00          |                  | \$ 30,000.00          |                  | \$ 30,000.00          |                  | \$ 30,000.00          |
| RENT  |                  | \$ 100,000.00         |                  | \$ 100,000.00         |                  | \$ 100,000.00         |                  | \$ 100,000.00         |                  | \$ 100,000.00         |
| MAINTENANCE & REPAIRS                       |                  | \$ 20,000.00          |                  | \$ 25,000.00          |                  | \$ 30,000.00          |                  | \$ 35,000.00          |                  | \$ 35,000.00          |
| TRANSPORTATION                              |                  | \$ 44,000.00          |                  | \$ 55,000.00          |                  | \$ 66,000.00          |                  | \$ 77,000.00          |                  | \$ 77,000.00          |
| MARKETING                                   |                  | \$ 20,000.00          |                  | \$ 10,000.00          |                  | \$ 10,000.00          |                  | \$ 5,000.00           |                  | \$ 5,000.00           |
| FOOD/CAFETERIA SUPPLIES                     |                  | \$ 60,000.00          |                  | \$ 70,000.00          |                  | \$ 80,000.00          |                  | \$ 90,000.00          |                  | \$ 90,000.00          |
| PROFESSIONAL DEVELOPMENT                    |                  | \$ 36,000.00          |                  | \$ 30,000.00          |                  | \$ 30,000.00          |                  | \$ 20,000.00          |                  | \$ 20,000.00          |
| <b>TOTALS</b>                               |                  | <b>\$1,750,089.99</b> |                  | <b>\$1,844,992.66</b> |                  | <b>\$1,892,902.21</b> |                  | <b>\$1,995,419.63</b> |                  | <b>\$1,965,419.63</b> |

Z.E.C.A. School of Arts and Technology  
**PROJECTED ENROLLMENT**  
**2013-14 through 2017-2018**

IDENTIFY LEA FROM WHICH  
 STUDENTS WILL PROBABLY COME

List LEA #1 – Onslow

List LEA #2 – \_\_\_\_\_

List LEA #3 – \_\_\_\_\_

| <u>GRADES</u> | 2013-2014 |          |          | 2014-2015 |          |          | 2015-2016 |      |       | 2016-2017 |      |       | 2017-2018 |          |          |       |
|---------------|-----------|----------|----------|-----------|----------|----------|-----------|------|-------|-----------|------|-------|-----------|----------|----------|-------|
|               | LEA<br>1  | LEA<br>2 | LEA<br>3 | LEA<br>1  | LEA<br>2 | LEA<br>3 | LEA 1     | LEA2 | LEA3  | LEA 1     | LEA2 | LEA3  | LEA<br>1  | LEA<br>2 | LEA<br>3 |       |
| Kindergarten  | <b>K</b>  | 50       | _____    | _____     | 50       | _____    | _____     | 50   | _____ | _____     | 50   | _____ | _____     | 50       | _____    | _____ |
| First         | <b>1</b>  | 50       | _____    | _____     | 50       | _____    | _____     | 50   | _____ | _____     | 50   | _____ | _____     | 50       | _____    | _____ |
| Second        | <b>2</b>  | 50       | _____    | _____     | 50       | _____    | _____     | 50   | _____ | _____     | 50   | _____ | _____     | 50       | _____    | _____ |
| Third         | <b>3</b>  | 50       | _____    | _____     | 50       | _____    | _____     | 50   | _____ | _____     | 50   | _____ | _____     | 50       | _____    | _____ |
| Fourth        | <b>4</b>  | 50       | _____    | _____     | 50       | _____    | _____     | 50   | _____ | _____     | 50   | _____ | _____     | 50       | _____    | _____ |
| Fifth         | <b>5</b>  | 50       | _____    | _____     | 50       | _____    | _____     | 50   | _____ | _____     | 50   | _____ | _____     | 50       | _____    | _____ |
| Sixth         | <b>6</b>  | _____    | _____    | _____     | 50       | _____    | _____     | 50   | _____ | _____     | 50   | _____ | _____     | 50       | _____    | _____ |

**PROJECTED ENROLLMENT 2013-14 through 2017-2018 (continued)**

|                          |    | 2013-2014  |     |     | 2014-2015  |     |     | 2015-2016  |     |     | 2016-2017  |     |     | 2017-2018  |     |   |
|--------------------------|----|------------|-----|-----|------------|-----|-----|------------|-----|-----|------------|-----|-----|------------|-----|---|
|                          |    | LEA        | LEA | LEA | LEA        | LEA | LEA | LEA        | LEA | LEA | LEA        | LEA | LEA | LEA        | LEA |   |
|                          |    | 1          | 2   | 3   | 1          | 2   | 3   | 1          | 2   | 3   | 1          | 2   | 3   | 1          | 2   | 3 |
| Seventh                  | 7  | —          | —   | —   | —          | —   | —   | <u>50</u>  | —   | —   | <u>50</u>  | —   | —   | <u>50</u>  | —   | — |
| Eighth                   | 8  | —          | —   | —   | —          | —   | —   | —          | —   | —   | <u>50</u>  | —   | —   | <u>50</u>  | —   | — |
| Ninth                    | 9  | —          | —   | —   | —          | —   | —   | —          | —   | —   | —          | —   | —   | —          | —   | — |
| Tenth                    | 10 | —          | —   | —   | —          | —   | —   | —          | —   | —   | —          | —   | —   | —          | —   | — |
| Eleventh                 | 11 | —          | —   | —   | —          | —   | —   | —          | —   | —   | —          | —   | —   | —          | —   | — |
| Twelfth                  | 12 | —          | —   | —   | —          | —   | —   | —          | —   | —   | —          | —   | —   | —          | —   | — |
| LEA Totals               |    |            |     |     |            |     |     |            |     |     |            |     |     |            |     |   |
| Overall Total Enrollment |    | <u>300</u> |     |     | <u>350</u> |     |     | <u>400</u> |     |     | <u>450</u> |     |     | <u>450</u> |     |   |

**WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION**

|                         |     |
|-------------------------|-----|
| Cash on Hand            | \$0 |
| Certificates of Deposit | \$0 |
| Bonds                   | \$0 |
| Real Estate             | \$0 |
| Capital Equipment       | \$0 |
| Motor Vehicles          | \$0 |
| Other Assets            | \$0 |
| Total                   | \$0 |

**SCHOOL AUDITS**

***Program Audits***

The evaluative focus will be on gathering indicators of program impact and effectiveness, obtaining on going feedback for decision-making and program change, and establishing accountability. Such an approach will necessitate both formative and summative components consisting of quantitate and qualitative data triangulated to inform the comprehensive effort.

The formative component will focus on an assessment of process and procedures. This data will provide on-going information about how the program is being implemented. The information will be invaluable in making decisions about changes and alterations needed in the program design to help ensure success. Such data will include, but not be limited to:

- Attendance records for staff and faculty training and parental/community activities
- Contact logs and journals concerning comments about program efficiency and procedures
- Student process ratings of program related activities, materials, and procedures

The summative component will consist of a well-designed study of activities that focus on outcome measures as indicators of program effectiveness and success as outlined in the attached Goals, Objectives, and Outcomes table. For many of these measures, pre and post-test data will be collected and compared to findings from available control groups to address the specific content goal and objectives. This data will include, but not be limited to :

- NC EOG test results
- Grades in core subjects
- Teacher ratings of students
- Program ratings from community partners

## ***Fiscal Audits***

Section: Internal Controls

Purpose:

To provide general information not covered elsewhere in the manual.

### General Guidelines/Applicable Policies

A system of internal control consists of all the measures taken by Z.E.C.A., the purpose of (1) protecting its resources against waste, fraud and inefficiency; (2) ensuring accuracy and reliability in accounting and operating data; (3) securing compliance with Board policies; and (4) evaluating the level of performance in all areas of the partnership. In short, a system of internal controls include all of the measures designed to assure management is operating according to plan.

A basic principal of internal controls is that no one person should handle all phases of financial transactions from beginning to end. When business operations are organized so two or more employees are required to participate in every transaction, the possibility of fraud is reduced and the work of one employee gives assurance of the accuracy of the work of another. The principal reason for many documents and procedures is to achieve strong internal controls.

Section: Furniture and Equipment

Purpose-

To promote accountability for acquired property and equipment and to provide guidance in accounting for the addition, retirement and disposal of such furniture and equipment.

### General Guidelines/Applicable Policies

- a. A Furniture/Equipment Inventory Log is maintained by the Program Coordinator and/or Fiscal personnel, reflecting description of all furniture/equipment acquired. The Program Coordinator and/or Fiscal personnel is the property and furniture/equipment custodian for ZECA.
- b. Assets are tagged by the Program Coordinator and/or Fiscal personnel when received with a tag indicating funding source.
- c. The Fiscal Director will record on the furniture and/or equipment Inventory Log the location of furniture/equipment that is removed from ZECA. Furniture and/or equipment that is removed from the premises must have written justification and approval of the Program Director prior to the assets leaving the premises.
- d. At least annually, a physical inventory of furniture and/or equipment should be taken by the Program Director and the results compared to the furniture and/or equipment Log. The Program Coordinator and/or Fiscal personnel will inventory furniture and/or equipment assigned to the Program Director.
- e. Each item purchased above \$500 is logged into the Furniture/Equipment Inventory Log by the Program Coordinator and/or Fiscal personnel.

Furniture & Equipment Disposal Procedures

- a. Furniture and equipment no longer needed that has a value can be sold for fair market value as determined by at least two bids.
  - i. The Board's decision to sell and accept bids for the asset(s) should be documented in the board meeting minutes.
  - ii. The selection of a winning bid should also be documented in the board meeting minutes.
- b. Furniture and equipment with some value can also be donated at the Board's discretion.
  - i. If the assets will be donated, the recipient must be a public or nonprofit agency that provides services to young children.
  - ii. The Board's decision to donate equipment, including the selected recipient of the donation, should be noted in the board meeting minutes.
- c. Furniture and Equipment no longer needed that has no value can be discarded. Approval by the Board to discard property with no value should be noted in board meeting minutes.

Section: Competitive Bidding

Purpose – To ensure that monies are spent properly, legally, and that the best possible value is received for the money. Also, to give those qualified and responsible vendors who desire to do business with Z.E.C.A. a fair and equitable opportunity to do so.

General Guidelines/Applicable Policies

Z.E.C.A. shall use competitive bidding practices in contracting for goods and services on contract amounts as follows:

- a. Amounts less than five thousand dollars (\$5,000), shall follow the procedures specified by a written policy to be developed by ZECA.
- b. Amounts greater than five thousand (\$5,000) but less than fifteen thousand (\$15,000), shall require three written quotes.
- c. Amounts greater than fifteen thousand dollars (\$15,000) but less than forty thousand dollars (\$40,000), shall require a request for proposal process.
- d. Amounts greater than forty thousand dollars (\$40,000), shall require a request for proposal process and advertising in a major newspaper.
- e. In all cases, the bidding process must be a fair and open process.
- f. All grievances filed by bidding respondents must be referred to Z.E.C.A. Board of Directors for resolution.

The following Z.E.C.A. Board policies govern competitive bidding practices of Z.E.C.A.

- 1. For amounts equal to or less than \$1,500, routine suppliers may be used.
- 2. For amounts greater than \$1,500 but no more than \$5,000, three verbal quotes must be obtained.

## **CIVIL LIABILITY AND INSURANCE**

State the proposed coverage for:

Comprehensive General Liability: One million dollars per occurrence

Officers and Directors/Errors and Omissions: 1,000,000.00 per occurrence

Property Insurance: This amount will be based on content that will be insured

Motor Vehicle Liability: 1,000,000.00 per occurrence

Bonding

Minimum amount: 500,000

Maximum amount: 1,000,000

Other: Workers Compensation: as specified by Chapter 97 of the General Statutes

## **Transportation**

Used School buses and/or vans will be purchased to ensure that all students will have access to attend the school. Transportation routes will be developed after the enrollment period to ensure access is available across the county.

## **Facility**

At this time Z.E.C.A. has not secured a facility for the charter school. The board will implement a building committee that will work along with a local realtor to research vacant commercial properties available for renovation and land for purchase or lease for the use of mobile units. Currently Z.E.C.A. has a 3,500 square feet facility that it uses to operate an afterschool program, this current location will be used as a contingency plan should our search for a facility prove unsuccessful. A maintenance crew will be hired to provide cleaning and repairs for the facility.

## **HEALTH AND SAFETY REQUIREMENT**

### ***Safety***

- Z.E.C.A. School of Arts and Technology will implement an Emergency Preparedness plan (Sample B in appendix)
- Criminal Background checks will be performed on all staff
- Staff will receive safety trainings such as playground safety training

***Immunization of Students***

Z.E.C.A. School of Arts and Technology will follow all applicable local and state health regulations and will require parents and guardians of all students' present certificates or immunization upon enrollment. The school will maintain records of student immunization certificates which will be open to inspection by the Department of Public Health.

***Fire and Safety Regulations***

Z.E.C.A. School of Arts and Technology will ensure that the building follow all relevant fire and safety codes. All necessary inspections, certificates and licenses will be obtained prior to the opening of school. Fire drills will be conducted monthly. Evacuation Plans will be posted in each populated area. The building will be equipped with adequate fire extinguishers, pull stations and smoke detectors. Staff will be trained in fire safety.

***Food Inspections***

All guidelines required by the USDA and local health department will be followed.

***Hazardous Chemicals***

Z.E.C.A. School of Arts and Technology will comply with all required inspections, laws, ordinances and regulations regarding hazardous chemicals. Any and all chemicals (including cleaning supplies) will be kept in original containers with the original labels affixed and will be stored according label instructions. All such materials will be stored in areas not accessible by students.

***Blood borne Pathogens***

All staff will be training in handling and cleaning blood borne pathogens. All guidelines required by the local health department will be followed.

The Parent handbook will include information related to the above information as well as information about Meningococcal meningitis and influenza and their vaccines, cervical cancer vaccines and will be distributed annually.



**VII. LEA IMPACT STATEMENT**

Proof of mailing receipt is enclosed

**VIII. Appendices**

- A. 501 (3) (c) documentation
- B. Article of Incorporation
- C. Parent/ Teacher/Student Contract

**VIII. SIGNATURE PAGE**

The foregoing application is submitted on behalf of Z.E.C.A., Inc. (Zero to Eighteen Educational Concept Academy). The undersigned has read the application and hereby declares that the information contained in it is true and accounts to the best of his/her information and belief. The undersigned further represent that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SE regulations.

Print/ Type Name: Stacey Owens Howard

Position: CEO/Founder

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Sworn to and subscribed before me this  
\_\_\_\_\_ day of \_\_\_\_\_, 2012

\_\_\_\_\_  
Notary Public

\_\_\_\_\_  
Official Seal

My commission expires: \_\_\_\_\_, 20\_\_\_\_